



AGENDA

1. Call to Order Alan Davis 4:00
 2. Approval of Agenda
 3. Approval of Minutes, May 27, 2019
 4. Chair's Report
 - 4.1. Board Response to Senate 2019-20 Budget RecommendationsMichael McAdam 4:05
 - 4.2. President's Report to Senate Alan Davis 4:10
 - 4.2.1. Vision 2023 Update
 - 4.2.2. 2018/19 Accountability Plan and Report
 - 4.3. Provost's Report to Senate.....Salvador Ferreras 4:20
 - 4.3.1. Academic Plan 2019-2023 Status Report
 5. Senate Standing Committee on CurriculumDavid Burns 4:30
 - 5.1. Consent Agenda June 24, 2019
 - 5.2. Program Changes
 - 5.2.1. CADD Math Placement Test
 - 5.2.2. CADD Diploma Co-Operative Education Option
 - 5.2.3. Health Care Assistant Certificate
 - 5.3. Course Outline Manual: Requisites
 - 5.4. Automatic Course Offering Cycle
 - 5.5. Reactivation of Courses
 6. Senate Executive Committee Alan Davis 4:50
 - 6.1. Empowering Senate Executive Committee
 7. Senate Governance and Nominating CommitteeDavid Florkowski 4:55
 - 7.1. Senate Standing Committees:
 - 7.1.1. Nominations
 - 7.1.2. Appointments
 - 7.2. Search Advisory Committees:
 - 7.2.1. Vice-President, Students
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7.2.2. Associate Vice-President, International		
7.2.3. Dean, Faculty of Academic and Career Advancement		
7.2.4. Dean, Wilson School of Design		
7.3. Committee Compositions 2019 06 17		
7.4. Senate December Meeting		
8. Senate Standing Committees on Academic Planning and Priorities and on University Budget	David Burns	5:05
8.1. 2020/21 Executive Priorities and Budget Philosophy		
9. Senate Standing Committee on the Library (no report)		
10. Senate Standing Committee on Policy	David Burns	5:15
10.1. ST13 <i>Course Withdrawal</i>		
11. Senate Standing Committee on Program Review	Chris Traynor	5:20
12. Senate Standing Committee on Research	David Burns	5:25
12.1. Appointment of Chair		
13. Senate Standing Committee on Teaching and Learning	David Burns	5:35
14. Senate Standing Committee on Tributes	Alan Davis	5:40
15. Office of the Registrar	Zena Mitchell	5:45
15.1. Approval of Graduates to June 24, 2019		
16. Items for Discussion	Alan Davis	5:50
17. Adjournment to Senate Closed Meeting		6:00



SENATE

MINUTES OF REGULAR MEETING

Monday, May 27, 2019

4:00 p.m. – 7:00 p.m.

Surrey Campus Boardroom, Cedar 2110

Present: Quorum 17 members		Non-voting Members
Herbie Atwal Aimee Begalka David Burns (Vice-Chair) Natasha Campbell Alan Davis (Chair) Bob Davis Robert Dearle Harleen Deol Jane Fee Sal Ferreras David Florkowski Paola Gavilanez Rebecca Harbut	Stephanie Howes Lincoln Saugstad Andre Iwanchuk Amy Jeon Brian Moukperian Todd Mundle Diane Purvey Carolyn Robertson Waheed Taiwo Randal Thiessen Chris Traynor Tom Westgate Elizabeth Worobec	Zena Mitchell (Secretary)
Regrets:	Senate Office	Guests:
Marti Alger Carlos Calao George Melville (Chancellor) Murdoch De Mooy Christina Wilcox Tahir Joseph	Meredith Laird	Farhad Dastur Josephine Chan Deepak Gupta Dana Cserepes Sandy Vanderburgh

1. Call to Order

The Chair called the meeting to order at 4:00 p.m.

2. Approval of Agenda

Diane Purvey moved the agenda be confirmed as circulated.

The motion carried.

3. Approval of Minutes, April 29, 2019

Waheed Taiwo moved the minutes be accepted as circulated.

The motion carried.

4. Chair's Report

The Chair provided a brief verbal report.

4.1. President's Report to Senate

The President submitted his report. He noted that due to illness he was unable to attend the KPU Students evening.

4.1.1. Dimensions: Equity, Diversity and Inclusion Canada Charter

Chris Traynor moved that Senate recommend to the President that he sign the attached Dimensions Charter on behalf of KPU.

The motion carried.

4.2. Provost's Report to Senate

The Provost submitted a written report.

4.2.1. GV9 Task Force Full Proposal for the Discontinuance of the Faculty of Academic and Career Advancement

Sal Ferreras described the process of research and consultations undertaken by the Task Force and by the Provost in preparation of the full proposal.

Carolyn Robertson moved that a ballot vote be held.

The motion carried.

Sal Ferreras moved that Senate approve a recommendation to the Board of Governors to adopt the recommendations contained in the attached Full GV9 Proposal.

Votes: Yeas 19, Nays 7

The motion carried.

4.2.2. RS5 Intellectual Property

Sal Ferreras introduced the draft policy and procedure and highlighted the collaboration that took place to result in this document.

Deepak Gupta, Associate Vice-President, Research, highlighted that this policy is intended to be contemporary, progressive, and reflective of all the types of activities undertaken within KPU. The policy was written using a "lifecycle approach" to include the consideration of the life of the property from creation to dissemination to disposition of Intellectual Property (IP).

Josephine Chan, Special Assistant to the Provost on Policy and Academic Affairs, advised that the next steps in the process will be for the policy to be presented to the Board of Governors in June.

5. Senate Standing Committee on Curriculum (no report)

6. Senate Executive Committee

Alan Davis reported that the committee met and approved the Senate agenda.

7. Senate Governance and Nominating Committee

7.1. AC13 Qualifications for Faculty Members: Faculty of Health

David Florkowski moved that Senate approve the amended AC13 qualifications for the Health Foundations Certificate.

The motion carried.

7.2. Election of Representatives to the University Board and Senate Rules and Regulations

David Florkowski moved that Senate approve the revisions to the Election of Representatives to the University Board and Senate Rules and Regulations as presented.

The motion carried.

7.3. Senate Standing Committees: Nominations

David Florkowski moved that Senate approve the following appointments:

Senate Governance and Nominating Committee

- Herbie Atwal, Professional Support Staff Senator
(September 1, 2019 – August 31, 2022)

Senate Standing Committee on Academic Planning and Priorities

- Mansi, Student Senator,
(September 1, 2019 – August 31, 2020)
- Catherine Schwichtenberg, faculty member, Faculty of Health
(September 1, 2019 – August 31, 2022)
- Randal Thiessen, faculty Member,
Faculty of Academic and Career Advancement
(September 1, 2019 – August 31, 2022)

Senate Standing Committee on Appeals

- Rebecca Harbut, faculty Member,
(September 1, 2019 – August 31, 2022)

Senate Standing Committee on Curriculum

- Herbie Atwal, Academic Advisor
(September 1, 2019 – August 31, 2022)
- Randal Thiessen, faculty Member,
Faculty of Academic and Career Advancement
(September 1, 2019 – August 31, 2022)

Senate Standing Committee on the Library

- Bob Davis, faculty Member,
Faculty of Trades and Technology
(September 1, 2019 – August 31, 2022)
- Gurpreet Sabharwal, Student
(September 1, 2019 – August 31, 2020)

Senate Standing Committee on the Policy Review

- Bob Davis, faculty member-at-large
(September 1, 2019 – August 31, 2022)

Senate Standing Committee on Teaching and Learning

- Mansi, Student Senator,
(September 1, 2019 – August 31, 2020)
- Robert Ironside, faculty Member, School of Business
(September 1, 2019 – August 31, 2020)

- Catherine Schwichtenberg, faculty Member, Faculty of Health
(September 1, 2019 – August 31, 2022)

Senate Standing Committee on University Budget

- Rebecca Harbut, faculty Member,
Faculty of Science and Horticulture
(September 1, 2019 – August 31, 2022)
- Gurpreet Sabharwal, Student
(September 1, 2019 – August 31, 2020)

The motion carried.

7.4. Proposed Committee Compositions and Senate Nominations Protocol

David Florkowski moved that Senate approve the *Committee Compositions and Clarification of Senate Nominations Protocol*.

The motion carried.

7.5. Procedures to Fill Vacancies on Senate Standing Committees

David Florkowski moved that Senate approve the procedures to fill vacancies on Senate standing committees.

The motion carried.

8. Senate Standing Committees on Academic Planning and Priorities and on University Budget

No report.

8.1. 2020/21 Senate Budget Assessment Process

Jane Fee described the changes made to the Senate Budget Assessment Process.

Jane Fee moved that Senate approve the *Senate Budget Assessment Process and the 2020 / 21 Key Dates*.

The motion carried.

9. Senate Standing Committee on the Library (no report)

10. Senate Standing Committee on Policy Review (no report)

11. Senate Standing Committee on Program Review (no report)

12. Senate Standing Committee on Research (no report)

13. Senate Standing Committee on Teaching and Learning

13.1. Natural Space as Teaching and Learning Space

Farhad Dastur advised Senate of the intention to form a Natural Spaces Advisory Group which would advance the use of these spaces in scholarship and teaching.

David Burns moved that Senate recognize that natural space on all KPU property is potential teaching and learning space.

The motion carried.

14. Office of the Registrar

The Registrar informed the committee that Convocation will take place next week. She noted that name readers will read the student's name, credential, and corresponding major where applicable. In the case of student speakers at convocation, any minor will also be read aloud. The printed program will be expanded to include the major and any other Senate-approved credentials, including minors and concentrations, specializations and co-operative education options. It is hoped that this change to the printed program will honour the accomplishments of the students and serve as a memorable keepsake.

14.1. Approval of Graduates to May 27, 2019

Herbie Atwal moved that Senate approve the list of graduates to May 27, 2019.

The motion carried.

15. Items for discussion

Former Vice-Chair of Senate, Dana Cserepes, stood to recognize that this would be Carolyn Robertson's final Senate meeting prior to her retirement.

16. Adjournment

The meeting adjourned at 6:20 p.m.



SENATE

Agenda Item: 4.1

Meeting Date: June 24, 2019

Presenter: Michael McAdam

Agenda Item: Board Response to Senate 2019/20 Budget Recommendations

Action Requested:

- ☐ Motion to Approve
☐ Discussion
☒ Information

**Context &
Background:**

As part of the Budget Development Process, the Senate Standing Committee on University Budget (SSCUB) provides to Senate an evaluation of the alignment of the proposed budget to KPU's academic and strategic priorities and, if in agreement, a recommendation to Senate to endorse the proposed budget.

Senate then provides, based on SSCUB's feedback, recommendations to the Board of Governors (BOG) for the continued improvement and enhancement of the budget process. The Board of Governors then provides a Board approved response to Senate's recommendations. At its meeting held on May 22, 2019, the Board of Governors approved the Response to the Senate 2019-20 Budget Recommendations.

Key Messages:

1. Senate endorsed the 2019/20 budget, and was in agreement that budgetary key themes are in alignment with Senate's list of Budget Priorities. In contrast to prior years, the Senate has not made any recommendations; but rather, has chosen to highlight areas of priority alignment, as well as areas that warrant further discussion such as open education, KPU's administrative structure, and Strategic Enrolment Management.
2. The Board is in agreement with the comments provided by Senate.

Attachments:

Board Response to Senate 2019-20 Budget Letter

Submitted by:

Keri van Gerven, University Secretary

Date submitted:

May 28, 2019



MEMORANDUM

TO: SENATE
CC: Senate Standing Committee on University Budget (SSCUB)
FROM: Doug Beaton, Chair, Board Finance Committee
DATE: May 22, 2019
SUBJECT: SSCUB's Recommendations to Senate for Transmittal to the Board of Governors

Dear Senate Members:

KPU's Board of Governors thank Senate and the Senate Standing Committee on University Budget (SSCUB) for their work in reviewing the University's draft 2019-20 budget, and for the advice they provided to the President. The Board recognizes that this year's budget development process was challenging, and appreciates the diligent work and insightful feedback provided by SSCUB. Furthermore, the Board supports a continued focus on integrated planning, including strategic enrollment management.

In support of a balanced budget and long-term financial sustainability, the Board recognizes the need to manage revenue volatility through the use of contingencies and prudent investment of annual surpluses. The Board asks Administration to continue focusing on integrated planning, especially with respect to revenue and enrolment forecasting and reporting, and to update SSCUB on this initiative. In addition, the Board asks Administration to consult with Senate on the strategic plan for open education and to continue to enhance budget transparency.

KPU, and the post-secondary sector in general, will continue to face financial pressures given the nature of the current funding model: it is critical for KPU to work collaboratively across all employee groups to ensure long-term sustainability in support of student success.

Senate Budget Priority and Discussion Item: Strategic Enrolment Management

Recommendation: Senate recommends and supports the proposed funding for Strategic Enrolment Management (SEM).

Board Response: The Board recognizes the importance of SEM to the long-term sustainability of the University, and asks Administration to continue to fund and prioritize SEM, and keep SSCUB apprised on this initiative and its progress.

Senate Budget Priority: Budgetary Increases for Teaching and Learning, Information Technology, and Library

Recommendation: Senate recommends budgetary increases for Teaching and Learning, Information Technology, and the Library, to ensure alignment with Senate identified academic priorities.

Board Response: The Board asks Administration to review the annual budgets for Teaching and Learning, Information Technology, and the Library to ensure alignment with Senate-identified academic priorities, and to continue to develop annual budgets in a transparent and consultative manner

Senate Budget Priority: Support for Preventative Intervention for At-risk Students

Recommendation: Senate recommends the support for preventative intervention for at-risk students through additional resources for enhancing support for students with disabilities and student mental health and wellness.

Board Response: The Board recognizes the criticality of this request, and asks Administration to work with Student Services and the Vice-Provost, Students, to ensure that sufficient resources are available to support at-risk students, as well as students with disabilities and mental health challenges. Furthermore, the Board asks Administration to ensure KPU campuses and classrooms are inclusive and accessible for all.

Senate Discussion Item: Strategic Plan for Open Education

Recommendation: The Senate would like to review the strategic plan for open education.

Board Response: The Board asks Administration provide the strategic plan for open education to SSCUB for review, and work collaboratively with the Standing Committees on the development and refinement of this plan.

Senate Discussion Item: Costs and Structure of Administration

Recommendation: The Senate would like to review the existing information on the costs and structure of administration at KPU for the purpose of fostering greater understanding of resource allocation.

Board Response: The Board asks Administration to provide transparency and clarity on KPU's resource allocation strategy, specifically through disclosing details on the cost and structure of KPU's administration.



SENATE

Agenda Item: 4.2
Meeting Date: June 24, 2019
Presenter: Alan Davis

President's Report to Senate **June 24, 2019**

In addition to the usual rounds of administrative and governance meetings, there were several notable external and internal engagements in the period between Senate meetings.

I attended the annual meeting of the Canadian Society for the Study of Higher Education (as part of the Humanities and Social Sciences Congress) at UBC on June 2nd to participate on a panel on "Higher Education Reform: Continuing the Conversation on the Role of Blended Learning".

Along with Fern Gabriel and Brandon Gabriel from the Kwantlen First Nation, Herman Ho and Andrew Chisholm from Facilities Services, and Joanne Saunders, Executive Director of Marketing and Recruitment we have been developing approaches to install some public art work as well as Indigenous signage on KPU's campuses, starting with KPU Langley and the buildings at KPU Surrey. I met with Fern and Brandon on June 10 to continue the discussion and we will start to see the new signage in the fall.

June 4th to 7th saw the largest spring convocation ever at KPU. We awarded honorary degrees to educator Jan Unwin and entrepreneur Elana Rosenfeld, and we heard some wonderful student addresses.

The KPU Foundation Board met on June 11 and engaged in some long term planning.

The Senate Tributes Committee met on June 13 to consider new honorary degree nominations.

I gave a keynote address at the BC Prior Learning Assessment Network AGM on June 14: "Open Education: an update on KPU".

From June 15 to 19 I was invited to be part of the faculty to teach the Senior University Administrators' Course offered in Winnipeg by the Centre for Higher Education Research and Development at the University of Manitoba.

The second of the President's Community Advisory Committees met in Langley on June 20th, where we hosted key decision makers in the community on the plans for KPU and its role in the Langleys.

Kwantlen Polytechnic University is one of 16 universities chosen to be part of the Canadian Pilot for the Carnegie Community Engagement classification. On June 24th we invited select community partners to help inform KPU's involvement in this project. The Carnegie Foundation's Classification for Community Engagement is an elective classification and has been the leading framework for institutional assessment and recognition of community engagement in U.S. higher education for the past 13 years. It is based on voluntary participation by institutions. The elective classification involves data collection and documentation of important aspects of institutional mission, identity and commitments, and requires substantial effort invested by participating institutions. There are currently 361 campuses with the elective Community Engagement Classification in the US. <https://www.brown.edu/swearer/carnegie>
The initial convening of the CPC, hosted at Simon Fraser University in February 2019, brought together 16 Canadian post-secondary institutions of different types from coast to coast to coast.



SENATE

Agenda Item: 4.2.1

Meeting Date: June 24, 2019

Presenter: Alan Davis

Agenda Item: Vision 2023 Update

Action Requested:

☐ Motion to Approve

☒ Discussion

☐ Information

Attachments: Vision 2023 Update 2019 06 12

Submitted by: Alan Davis, President, KPU

Date submitted: June 14, 2019



June 2019 Update

Mission

By thinking and acting together, we transform lives and empower positive change

Vision

In 2023, KPU is a learning ecosystem rooted in a culture of sustainability, creativity and quality that inspires our people and our communities

Goals: KPU's 12 goals are organized into four interconnected themes:

A. **Experience:** We will

- A1. Enhance the experience of our students
- A2. Enrich the experience of our employees
- A3. Delight our friends in their KPU experience

B. **Sustainability:** We will

- B1. Embrace all cultures and promote a renewed, authentic approach to Indigenization
- B2. Foster environmental sustainability through our offerings, research and operations
- B3. Integrate planning to ensure KPU operations are aligned with our resources, thus sustaining quality and institutional health

C. **Creativity:** We will

- C1. Increase the levels of activity, funding and intensity of research and scholarship
- C2. Increase innovation in teaching, learning and curriculum
- C3. Embolden creative problem solving across KPU's operations

D. **Quality:** We will

- D1. Ensure continuous improvement of all KPU programs and services
- D2. Hold each other responsible for our promises and our expectations
- D3. Be accountable to our partners, governments and communities

A. Experience: Students, employees and friends enjoy rich, engaging and supportive educational and working experiences

A1. Goal: We will enhance the experience of our students

Progress on this goal will be made by ensuring our students have access to:

- The courses they need to graduate in a timely manner
- Experiential learning opportunities in all programs
- Campus resources to support their learning and development
- Campus facilities and services to support their well being

Experiential learning includes, for example, co-ops, practica, field work and other work-integrated learning, as well as service learning, and research.

June 2019 Update: Significant progress has been made in the implementation of the student success goals of the Academic Plan, including establishment of the Student Success Task Force through the Integrated Planning Framework

A2. Goal: We will enrich the experience of our employees

Progress on this goal will be made by providing our employees with access to:

- Appropriate professional development opportunities
- Appropriate opportunities to advance internally
- Celebration and recognition of employees' achievements and service
- The resources necessary to do their job effectively
- The resources necessary to support their well-being
- An inclusive workplace where people are treated with dignity and respect and are free from discrimination, bullying and harassment

June 2019 update: roll out of the employee engagement results and actions plans has occurred through the Leadership Team, and HRS has increased to support of organizational and professional development and the healthy university initiative, as documented in the Strategic Direction section of the 2018/19 Accountability Plan and Report

A3. Goal: We will delight our friends in their KPU experience

Progress on this goal will be made by:

- Regularly engaging our friends to actively contribute to KPU
- Ensuring our friends have a positive experience when they visit KPU
- Respecting and valuing the contributions of our friends to KPU
- Engaging with our partners in ways that benefit our communities

By "friends" we mean alumni, retirees, visitors, donors, members of advisory boards, the KPU Foundation Board, partner organizations and all members of the communities we serve.

June 2019 Update: President's Community Advisory Committees have been formed, and KPU is part of the Carnegie Community Engagement Classification pilot.

B. Sustainability: Cultural, social, environmental and institutional sustainability are advanced

B1. Goal: We will embrace all cultures and promote a renewed, authentic approach to Indigenization

Progress on this goal will be made by:

- Demonstrating value and respect for the diverse cultures and backgrounds of our students and employees
- Demonstrating value and respect for the richness of cultures and traditions of Indigenous peoples
- Engaging Indigenous peoples and organizations through active and community-focused KPU partnerships
- Continuing to develop more Indigenous academic content and integrating Indigenous culture into our learning environment

June 2019 Update: KPU has significantly developed its Indigenous inclusion and reconciliation as well documented in the 2018/19 Accountability Plan and Report and the Academic Plan update.

B2. Goal: We will foster environmental sustainability through our offerings, research and operations

Progress on this goal will be made by:

- Offering formal education programs and courses that address sustainability
- Conducting research that addresses sustainability issues
- Ensuring our operations are environmentally sustainable

June 2019 Update: KPU continues to lead all dimensions of environmental sustainability both in its operations and in its offerings and public service, as documented in the 2018/19 Accountability Plan and Report.

B3. Goal: We will integrate planning to ensure KPU operations are aligned with our resources, thus sustaining quality and institutional health

Progress on this goal will be made by:

- Creating an integrated planning culture whereby:
 - institutional priorities to guide planning and decision-making are established annually and reviewed quarterly
 - divisions create operations plans that address institutional priorities, given available resources, and are accountable for the results
 - the need to make difficult decisions to ensure quality and institutional health is recognized
 - decisions are fully-informed and transparent
- Developing institutional mechanisms to align all planning and approval processes with available resources and institutional priorities
- Employing a budget model that ensures the strategic allocation of available resources to address institutional priorities
- Providing planners and decision-makers with the tools and training required to align operations with priorities and resources
- Strategic enrolment management (SEM) planning that aligns recruitment, admission and retention processes with our capacity to meet demand and support student success

June 2019 Update: the first year of budgeting and decision making to make KPU financially and operationally sustainable is now complete and the 2019/20 budget process is underway that will better align capacity and resources, as part of the Integrated Planning work. We are also developing an Integrated Planning Framework to provide a structure for aligning all planning, including enrollment management.

C. Creativity: KPU's innovation, scholarship and research benefit KPU, its students and society.

C1. Goal: We will expand innovation in teaching, learning and curriculum

Progress on this goal will be made by:

- Ensuring students receive quality instruction and a meaningful learning experience
- Ensuring educators are well supported to innovate in teaching, learning and curriculum

June 2019 Update: The roll out of the Teaching and Learning Vision and Plan occurred this year, with considerable engagement by faculty, as documented in the Academic Plan update.

C2. Goal: We will expand activity, funding, intensity and impact of research and scholarship

Progress on this goal will be made by:

- Increasing support for research and scholarship activities
- Increasing the amount of funding for research and scholarship activities conducted by KPU employees
- Increasing the intensity of research and scholarly activity
- Increasing the amount of research and scholarly activity
- Increasing the impact of KPU research
- Engaging local industry, NGOs, community organizations and businesses to address economic and social needs for the prosperity of our communities

June 2019: KPU's activity related to this goal is documented in the Academic Plan update, and has been considerable, under the leadership of a new AVP Research.

C3. Goal: We will embolden creative problem solving across KPU's operations

Progress on this goal will be made by:

- Anticipating the rapid changes occurring in work and society, and increasing our ability to respond accordingly
- Ensuring employees are empowered to take calculated and creative risks without fear
- Providing employees with the resources to incorporate diverse and creative problem solving into their daily operations

June 2019 Update: KPU hosted the Polytechnic Canada Showcase in May, 2019 which highlighted the disruptions underway in society and in higher education. Considerable work is underway across KPU seek ways to address the changing needs of the workplace through, for instance the development of micro-credentials.

Scholarship and Research at KPU encompasses discovery, application, engagement, creation, integration and the scholarship of teaching and learning.

D. Quality: Continuous improvement builds confidence and reputation.

D1. Goal: Through continuous improvement of all KPU programs and services, we will ensure that our graduates are well prepared for work and for life.

Progress on this goal will be made by:

- Conducting regular reviews of all KPU programs to ensure continued relevance, alignment with institutional priorities, and efficient and effective use of resources, and implementing recommendations as appropriate
- Conducting regular reviews of all KPU support services to ensure continued relevance, alignment with institutional priorities, and efficient and effective use of resources, and implementing recommendations as appropriate
- Conducting regular reviews of all KPU operations to ensure continued relevance, alignment with institutional priorities, and efficient and effective use of resources, and implementing recommendations as appropriate

June 2019 Update: The program review process at KPU continues to improve and be more impactful. The preparation for the Quality Assurance Process Audit is underway.

Holding each other responsible is fundamental to a collegial organization. As peers, we are all vested in KPU's quality and reputation, and we must be open to respectfully giving and receiving constructive feedback.

D2. Goal: We will hold each other responsible for our promises and our expectations

Progress on this goal will be made by:

- Ensuring employees understand their role in achieving KPU's mission, mandate and vision
- Ensuring employees have clear expectations that guide their work
- Ensuring employees receive effective feedback on how well they meet those expectations
- Promoting a culture of shared responsibility, and accountability to each other

June 2019 Update: the roll out of Vision 2023 has been gradual, to reflect the many changes underway already at KPU. The Integrated Planning process has shone a light on some areas that need improvement, and the sharing of data has informed the university community of the need for change and improvement. At the Spring Leadership Forum we launched the Activating Vision 2023 initiative where we can track all activities that support the 12 goals.

D3. Goal: Be accountable to our partners, governments and communities

Progress on this goal will be made by:

- Ensuring effective and efficient use of resources
- Ensuring appropriate access to educational programming
- Ensuring students receive a quality education to ensure their success
- Ensure KPU is regarded favorably by the community we serve
- Ensuring we fulfill our commitments to our partners

June 2019 Update: this is best reflected in the annual Accountability Plan and Report which will be approved by the Board on June 26 and submitted to AEST in July. It reports on our strategic priorities and those of the government.



SENATE

Agenda Item: 4.2.2

Meeting Date: June 24, 2019

Presenter: Alan Davis

Agenda Item: 2018/19 Accountability Plan and Report

Action Requested:	<input type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input checked="" type="checkbox"/> Information
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The Institutional Accountability Plan and Report is an annual report that fulfills the requirement of public sector organizations to operate under the Taxpayer Accountability Principles and to meet the requirements of the Ministry's Accountability Framework. The purpose of the Framework is two-fold:

- To ensure individual public post-secondary institutions are accountable to government, their boards and students, and the public for their performance related to ensuring students receive quality educational opportunities relevant to their needs and the needs of the labour market; and
- To ensure the Ministry is accountable to the public for the performance of the public post-secondary education system in BC, with the aim that it should benefit all residents of the province by ensuring the system's ongoing contribution to social and economic development.

**Context &
Background:**

All reports are posted on AEST's website, and KPU will post it's on the KPU website, once we receive Ministry approval, likely in October.

The report begins with a public letter to the Minister signed by both the Chair of the Board of Governors and the President (to be completed later). The report includes KPU's strategic direction and performance measure results along with contextual information to describe KPU's role in providing services to their students and communities.

The content of this report was developed in consultation with various KPU employees to ensure relevant and useful information is included. Deans provided the content for the Faculty profiles. Marketing developed the cover and provided photos for the content, as well as the profiles of students and alumni. The Executive provided input on the Strategic Priorities, and various Departments provided information as required. The content for Appendix A, on Indigenous Activity, was provided by faculty and staff from across KPU.

Attachments: [Draft 2018 _19 Accountability Plan and Report](#)

Submitted by: *Lori McElroy, Executive Director, Institutional Analysis & Planning*

Date submitted: *June 17, 2019*



SENATE

Agenda Item: 4.3
Meeting Date: June 24, 2019
Presenter: Sal Ferreras

Provost's Report to Senate

June, 2019

As we approach the end of the regular academic year cycle, we do so having accomplished many good things. At the same time, we must acknowledge having been through some challenging transformative processes that will ultimately strengthen KPU and ensure its sustainability. Although it has only been one month since the last Senate meeting the level of activity has remained quite high. Last week we celebrated our largest convocation to date with eight wonderful ceremonies, distinguished teaching and distinguish service awards, two honorary doctorates and several remarkable graduate convocation addresses. We also said farewell to our Dean of the Wilson School of Design, Carolyn Robertson, who did a remarkable job at steering the Wilson School of Design to its new building and its revitalized focus.

The most significant academic undertaking during this past month was the culmination of the Senate discussion on the proposal to discontinue the Faculty of Academic and Career Advancement last May 27. The outcome of that process and the Senate recommendation will be presented for approval to the Board of Governors public meeting on June 26.

KPU is also presenting its first Graduate Certificate in Sustainable Foods and Security to the Board for approval. This graduate program is the first major step towards the establishment of graduate programs at KPU and represents a collaborative venture between the Faculty of Science and Horticulture, Faculty of Arts and the School of Business.

The long-awaited RS5 Intellectual Property Policy, approved by Senate on May 27, will be coming to the Board for final approval on June 26. This marks a significant step forward for research at KPU. The highly consultative process was led by AVP Research, Dr. Deepak Gupta following the original groundwork done by Vice Provost Teaching and Learning, Dr. Stephanie Chu. The policy incorporates the very best current practices to define and recognize intellectual property and will enable KPU to access research funding previously unavailable to the university. Kudos to Dr. Gupta, Dr. Chu, Josephine Chan and their numerous collaborators on achieving a win-win policy for all at KPU.

KPU is putting forth two candidates for the Canada Research Chairs Tier II nomination at the end of June. A rigorous, transparent and representative KPU selection process has identified two highly qualified scholar/researcher nominees from the Faculty of Arts and the Faculty of Science and Horticulture. We anticipate the results of the nomination to be announced in the Fall of 2019.

The Academic Plan 2019-2023 is now completing its first year of implementation. The Provost will be providing a full report at the June 24 Senate meeting outlining the status of the nine Academic Plan goals, the corresponding strategies and the impact, thus far, of the initiatives and timeline.

Notable recent meetings and conferences:

- Student Leadership Awards May 23
- Indigenous Advisory Committee May 28
- KPU/KFA Bargaining May 22, 29
- BC Association of Institutes and Universities May 30
- Ministry of Education Careers Summit May 31
- Convocations June 4-7
- AEST Work-Integrated Learning/Co-op Teleconference June 13
- Installation of new president Royal Roads University June 18
- KPU International PD retreat June 21.

As Provost and Vice President Academic at KPU I take this opportunity to say how fortunate I have been to lead the academic mission of this institution over the past six years. We are a stronger, more resilient, and exciting place to work, learn and serve our local communities. I will forever treasure my time at this dynamic place and retire full of pride for our collective work changing lives and inspiring a better future. I thank Dr. Alan Davis for his leadership, resoluteness and trust. I thank my dedicated executive colleagues Jon Harding and Marlyn Graziano whose grace, poise and intelligence supported me in bringing forth the right, future- focused, choices for students and our institution's evolution. I am thankful for the privilege of leading our students, our staff, our faculty and our administrators through a tremendous period of growth. I thank our union leadership for their diligence and advocacy. Finally, I thank all you Senators for your passionate dedication to teaching, learning, scholarship and innovation. Your commitment and your genuine, tangible involvement in all things academic during these past six years has been exceptional. Together we have steered this polytechnic university to the fulfillment of its tremendous potential. You have given an amazing amount of your personal/professional time and effort serving the needs of our learners and our mandate. I sincerely thank you for all the hard work. I have admired the seriousness with which you have undertaken your governance obligations. I feel very lucky to have had the opportunity to serve KPU and consider your collective effort to have been a large part of my success here. Thank you for your professionalism, your trust and your love of learning.

Dr. Sal Ferreras



SENATE

Agenda Item: 4.3.1

Meeting Date: June 24, 2019

Presenter: Sal Ferreras

Agenda Item: Academic Plan 2019-2023 Status Report

Action Requested:

- ☐ Motion to Approve
☐ Discussion
☒ Information

**Context &
Background:**

The attached Academic Plan progress report is provided to indicate the first year of implementation status of the numerous strategies attached to the nine goals of the Academic Plan 2023.

Key Messages:

1. KPU's has launched the implementation of a large number of the goals in the Academic Plan. Those strategies that remain to be initiated have now been assigned project leads and preliminary tasks.
2. The KPU community has been supportive of the strategies and have, in some cases such as teaching excellence, open education and indigenization, move far beyond expectations and the Academic Plan's proposed timelines.
3. The strategies outlined in the Academic Plan for this 2019/2020 academic year are fully realizable within the Board-approved budget allocations.

Implications / Risks:

The fulfillment of the Academic Plan strategies is essential to the growth and development of structures, systems, programs and academic leadership.

Consultations:

This report is provided to Senate with the understanding that the status of the initiatives outlined was provided through diverse consultations at the student, staff, faculty and administrative level.

Attachments:

Academic Plan Dashboard Report June 5, 2019

Submitted by:

Dr. Salvador Ferreras






Date submitted:




June 17, 2019

LEGEND






- Completed
- Close to completion
- In progress
- Preliminary work initiated
- Not yet initiated

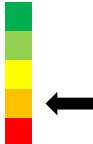
GOAL 1: Enhance Student Success (Lead Jane Fee, Associate


Strategy	June, 2019	Comments	Impact of Goal Strategies
1.1 Through rigorous curriculum, teaching excellence and dedicated support systems we will prepare learners that: o can think and act independently, o have strong and adaptable digital and technological skills, o are collaborators across different areas of expertise, o are capable of dealing with diverse other learners, companies, clients and agencies, o have a capacity for integrated thinking.		<ul style="list-style-type: none">• Strong Curriculum Committees• All 5 attributes are embedded in Arts, Health, Science, SoB, Trades <p>These attributes can be witnessed in the work of Design- building prototypes, Health-using simulations, service learning, Arts/Criminology-where students work with inmates, Business -students compete to build stronger cybersecurity systems, ACA -working with vulnerable individuals at the Phoenix Centre for Addiction, Trades - deeply embedded in local industry, the Science and Horticulture farm schools and creek remediation projects. Enhanced new student orientation, partnering with Faculties, and ensuring students understand their rights, responsibilities and the university’s policy framework.</p> <ul style="list-style-type: none">• Training in sexual violence and misconduct, safety and security and bystander awareness has been added.• Restructured the co-op education program to be better positioned for future growth in co-op placements.• Developed the Healthy University Initiative website https://www.kpu.ca/hui/initiative• Hired first Health Promotion position within Student Services	Student success remains the singular most significant element of our work. Students know the motto “where thought meets action” is applied at KPU. Our collective work embodies the definition of a polytechnic university. The creation of our new One.KPU platform provides more effective access to all university resources for students and employees.We have also continued to enhance the KPU Safe app. Library: Availability of electronic journals, books and streaming videos makes the collection accessible at all hours and from any internet connection. Reduction in footprint required for storing print journals frees up limited space for other student focused activities.
1.2 We will provide clear transitional pathways into the academic culture of KPU, enabling all students to be active participants in the discourse of the learning community. By recognizing the skills and experiences that students bring to the KPU community, we will provide students with diverse opportunities to develop their skills as learners in a post-secondary learning community.		Transitional Pathways: Health - foundations provides students opportunity across sciences, arts, also from RPN to BSNAE (advanced entry) Arts pathways from Associate of Arts to Bachelor of Arts ACA (dual courses) pathways to undergraduate studies School of Business offering service courses to other Faculties seeking to round out studies with an experiential or entrepreneurial element.	
1.3 We commit to maintaining a responsive curriculum and corresponding student services that are flexible, innovative, and provide opportunities for students to access support in a flexible manner.		We are meeting our commitments in this strategy through our Program Review process, program accreditation in Health, Trades, Business and Design. We are responding to critical shortages in the labour market by advancing our work in advanced entry BSN, potential LPN programs. We help students navigate their credential journey through our new Degree Audit System, improved web registration, program declaration, and application graduate tools for students.	
1.4 KPU will adopt and implement UDL principles into its learning and public environments and strive to eliminate barriers to educational success.		KPU and the KPU Foundation have supported the piloting of the "Including All Citizens Project" for students with disabilities. We continue to expand the adoption of UDL principles in all program and facility designs. We now have a new staffing model in Accessibility Services that provides better support for students across all campuses.	
1.5 We will renew our approach to adult learners to reflect their unique challenges and promote programs and services designed specifically for them.		KPU is working on a renewed approach to adult learners, especially through the Open Education Resources practices. We continue to offer new certificates and diplomas aimed at what, precisely, adult learners need to advance their careers or professional lives. We have recently initiated the governance process for the new Bachelor in General Studies framework.	







1.6 We will harness and deploy digital technologies to enhance and complement on-campus learning and support services.		<p>While the bulk of the digital educational technology is underway through our Teaching and Learning Commons, the Office of Student Services continues to incorporate increased technology usage to simplify systems, enhance accountability and provide tools for students and campus services.</p> <p>The University Library reports that:</p> <ul style="list-style-type: none">• Print journal subscriptions are regularly monitored for use and for availability of digital versions. Conversion to digital subscriptions happen whenever possible.• Additional e-book packages continue to be explored as well as a demand driven e-book collection.• DVDs continue to be purchased but most effort is being placed in digital streaming services. <p>Shift from print to digital is ongoing. Currently the library still subscribes to approximately 300 print journals but over 58,000 e-journals.</p> <p>In the past 5 years:</p> <ul style="list-style-type: none">• print collection has remained stable in numbers while the e-book collection has grown by 60%.• DVD collection has grown by 31% but streaming videos have grown by 92%
1.7 We will provide experiential learning opportunities that foster leadership development and service. Students to be provided with valuable opportunities to develop skills for meaningful careers and service through volunteer and work opportunities in the KPU community.		<ul style="list-style-type: none">• Experiential experiences available to students in every program in Health and Design. Arts has experiential learning embedded in Criminology, Psychology, Education Assistant practica, grad shows and concerts in Fine Arts, Music, Co-ops and Case-study competitions in Business, apprenticeships in Trades, Science labs, Science Rendezvous, Open House <p>KPU has recently soft-launched a new Career Development Centre (CDC) to provide enhanced support for students’ career-related activities, including volunteering.</p>
1.8 We commit to reimagining and renewing our University Libraries to become active sites of engagement for the exchange of ideas, open dialog, and discovery.		<p>The KPU Libraries have become an important gathering place for students. This is particularly important and essential in a non-residence university, especially for international students.</p> <p>The lounge and pods at Civic Plaza have proven to be very popular for students. This bodes well for future plans around enhancing our other campus libraries with alternative spaces and study areas. Our university library continues to expand its range of services and assistance that will result in even more enhanced services for students, scholars, teachers, and researchers.</p>






GOAL 2: Advance Teaching Practices (Lead AVP Teaching and Learning Dr. Stephanie Chu, Associate Dean, Dr. Greg Millard


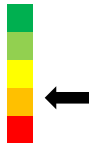

Strategy	June, 2019	Comments	Impact of Goal Strategies
2.1 Support and enable teaching excellence and the use of research-informed research practices.		<ul style="list-style-type: none">•Emphasis is to achieve a ‘constructive alignment’ between on-the-ground teaching practices and learning outcomes.•Office of Teaching and Learning is working on strategies to foster blended and online learning. The implementation of CourseLeaf Curriculum (CIM) will permit a 360-degree view of the various modes presently being deployed within our Faculties. This could then serve as a platform for further discussion about how to move forward.•Increased resources have been provided to educators through the Commons: Ed Consultant consultations, PD offerings and Scholarly Inquiry Grants (faculty-led projects which usually include reviewing research on teaching practices).	KPU developments in this area have been considerable as evidenced in the large and ongoing number of workshops and consultations underway within the Teaching and Learning Commons. Given the emphasis of the Academic Plan on teaching excellence and student success this first year of activities indicates activity in this area is highly likely to increase both in numbers and in the depth of the capacity building work being led by the Teaching and Learning Office.
2.2 Integrate structures and resources to support teaching excellence and engaged learning.		<ul style="list-style-type: none">•The key here is cohesive, coordinated planning across Teaching and Learning, IT, and Facilities.•The aforementioned CourseLeaf is a major step towards this end.•Teaching and Learning may be positioned to serve as a locus for such planning, occupying a potential nodal point between Facilities and IT, and the front-line concerns around teaching support which emanate from the Faculties.•We are only at the most preliminary stages here.	
2.3 Equip educators with skills and knowledge and further develop their teaching expertise through ongoing PD activities.		<ul style="list-style-type: none">•Teaching and Learning is in the process of developing an Educators’ Framework mapping the various PD opportunities available to faculty.•This comprehensive overview should provide a platform for raising awareness about the array of available options and enable faculty to more effectively optimize their PD strategies.•Faculties can help by maintaining a consistent liaison with Teaching and Learning and reinforcing, in light of their own priorities and perspectives, the messaging from that office.	
2.4 Assist educators to create more opportunities for faculty-led, student engagement in active learning and experiential learning.		<ul style="list-style-type: none">•KPU presently offers a suite of experiential learning opportunities. These can be classified as 1(a) ‘Credit-based’ (service learning, co-ops, and internship placements; our Co-operative Education program is especially noteworthy in this regard (https://www.kpu.ca/co-op); 1(b) Extra-curricular (such as student clubs, student government, KDOCs, The Runner, and so forth – sometimes supervised by faculty, sometimes not); and 1(c). Co-curricular (as with peer-support, work study, and orientation programming). For more specifics, see https://www.kpu.ca/experiential. Many programs and courses, of course, also offer active and/or experiential service-learning opportunities on a formal basis.•Career Services, of course, offers many bridges from study to employment (https://www.kpu.ca/careers).	
2.5 Provide a range of learning environments and advance our existing classroom, technology-enhanced and online learning environments.		<ul style="list-style-type: none">•More effectively integrated planning, as per Strategy 2.2, will be crucial in realizing this strategy.•We do know that KPU has not yet achieved consistency in classroom technology; e.g., not all classrooms are wired, and we would, ideally, be moving toward expanded wireless classroom environments.•For this to be actualized, designated funding through the annual budget is needed	








2.6 Pursue and develop a new approach to adult learning education recognizing the need for alternative delivery modes capable of addressing the challenges and obstacles for this learner group.		<ul style="list-style-type: none">•Academic and Career Advancement currently offers ‘Adult Upgrading.’ https://www.kpu.ca/aca/acp/adult-basic-education-courses Beyond this, we know that ‘adult learners are often required to balance their education and employment activities. They need learning opportunities at non-traditional times, such as part-time, evening, weekend or late afternoon. They also seek learning opportunities with flexible modes of delivery, such as accelerated, condensed, sequenced/linked courses, online, hybrid/blended and off campus’. This suggests an ongoing need for course-scheduling outside of traditional hours. Science and Horticulture has moved in this direction while also moving more courses and labs online.•Arts has also pursued hybrid and online delivery options in some cases, while developing its ‘KPU Complete’ initiative intended to capture the significant percentage of adults in the South Fraser region who have incomplete university credentials. The centerpiece of this strategy is the the development of a Bachelor in General Studies, a credential intended to appeal to such learners, which is currently at the full proposal stage. Arts hopes to launch the degree for Fall 2020.•Our burgeoning ‘Zed Cred’ initiative represents a significant step toward flexibility and cost-effectiveness in course materials – partially addressing the adult learner cohort’s concern with accessibility and flexibility.•Possible avenues of further development include more robust and flexible use of Prior Learning Assessment tools to acknowledge adult students’ prior learning. This might include identifying specific open education resources, MOOCs, etc., which KPU programs wish to acknowledge as sufficiently rigorous to trigger PLA processes.•In the longer term, we may wish to consider competency-based, rather than course-based, PLA processes. This would, however, have to part of a much wider discussion relating to competency-based approaches to teaching and learning at KPU.
2.7 Actively establish community partnerships in relation to teaching and learning.		<ul style="list-style-type: none">•Teaching and Learning has established some collaborative relationships with Langara in terms of sharing professional development resources; small steps with SFU have also been taken. Exploring partnerships via BC Campus is the next step.•As per the Board Report of March 2019, ACA’s Access Programs for People with Disabilities is ‘facilitating discussions with Surrey, Langley and Richmond School Districts around the need to develop a partnership program for secondary students transitioning to KPU. (Similar programs currently exist between school districts and Vancouver Community College and Douglas College).<ul style="list-style-type: none">o Discussions have already started with the Richmond School District. Additionally, the Vancouver School Board is inviting all Lower Mainland ASE providers to the table to discuss mini courses where students would receive certificates.’o Led by David Burns and Nancy Norman, Arts has nurtured partnerships with K-12 educators in the South Fraser region. This includes working with North Delta Secondary on their capstone project development, running ProD days for teachers (about six or seven in BC over 2019-20), and collaborating with Surrey Schools on pathway development. Dr. Burns has also addressed the OECD working group on invitation of the Ministry of Education.

2.8 Leverage and build on internal expertise.		<ul style="list-style-type: none">• Teaching and Learning currently supports four Educational Consultants (for Course Design and Assessment, Intercultural Teaching Competency, Universal Design for Learning, and Teaching with Technology), as well as three Teaching Fellows (two for K-12 Transformations, and one for Experiential Education and Community Engagement) – all held by KPU faculty. We are, therefore, well-positioned to meet this strategic objective.• An obvious direction for future growth would be a further Teaching Fellow or Consultant to support curricular indigenization.• Beyond the array of workshops and symposiums already offered by Teaching and Learning, we should strive to nurture a more general culture of dynamic peer learning among our faculty. Leadership within Faculties should be attentive to opportunities for this, e.g., considering semi-regular teaching circles, intra-Faculty workshops on thorny issues, encouraging innovative faculty members to share their insights with the wider Faculty, etc.
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GOAL 3: Accelerate Research at KPU (Lead- Dr. Deepak Gupta, Associate Dean Dr. Wade Deisman)			
Strategy	June, 2019	Comments	Impact of Goal Strategies
3.1 Restructure the new Office of Research and Research Services to nurture research capacity, provide optimized research services, enhance accountability support and communicate successes.		<ul style="list-style-type: none">• The former Office of Research and Scholarship is transforming into the decentralized Office of Research Services (ORS) with presence at Langley, Surrey, and Richmond campuses• Search underway for two ORS positions to provide events, communications, and compliance expertise• An overhaul of research policy frameworks is in progress, with task forces being established for an updated research ethics policy, and a new policy on animal care. This transformation is essential to ensure long-term growth and enable a more active research agenda at KPU	Research activity of all types has increased substantially at KPU. The renewed emphasis on research emphasized in Vision 2023 and the Academic Plan has catalyzed more activity and has clearly communicated the university's intention to support and encourage research and all forms of scholarship. The impact of the appointment of an AVP Research combined with the collaborative development on the proposed IP Policy, and the restructuring of the Office of Research and Research Services has had a strong and positive impact on sholars at KPU. This positive impact will be reflected in the 2019-2020 academic year consolidation of the research institutes, the designated research labs, three off-campus farms and diverse applied collaborative and discovery research projects. KPU will continue to increase its value to the local and national industry, governments, NGO and other research-intensive communities.
3.2 Develop and implement KPU Intellectual Property and Commercialization policies.		<ul style="list-style-type: none">• The new IP Policy and Procedure is scheduled to come to the Board for approval by June 2019.• A series of legal templates and forms are being developed. Two legal templates are ready, and a third one is being finalized. The IP policy and procedure is harmonized with laws, agreements, and other policies• It is seen as contemporary, progressive, and flexible to foster varied endeavours across KPU	
3.3 Deepen our relationship with external industries, government and community organizations to ignite an active research agenda. Provide powerful learning experiences for our students while seeking practical solutions for physical, social and discovery challenges.		<p>The Katalyst funding program was updated to encourage applicants to set aside 33% of funding for student experiential learning</p> <ul style="list-style-type: none">• An open, transparent, and equitable competition resulted in two internal candidates identified as Tier 2 nominees for the Canada Research Chairs Program• KPU is now eligible for Mitacs funding. These developments will continue to remain central to the Academic Plan throughout the duration of its implementation. Research enhances education through rigorous scholarship, industry and other external inputs. The development of an actionable Research Strategy will further deliver on this strategy	
3.4 Reinforce the role and function of our research institutes by supporting and enhancing their external networks and partnerships and by providing a clear line of accountability and support services.		<ul style="list-style-type: none">• Starting April 2019, the two Institute Directors report to the AVP Research to provide a clear line of accountability and support services• Processes are being streamlined with Financial Services to allow for proper and efficient vetting of research proposals and agreements	
3.5 Ensure and encourage an enriched, direct connection between our research activities and our teaching and learning mission.		<p>Vice Provost, Teaching and Learning and the AVP Research teams collaborated on a successful Teaching, Learning, Scholarship, and Research (TLSR) Summit in April 2019</p> <ul style="list-style-type: none">• An augmented 2019 TLSR survey has received more than 200 responses• A Cross-Faculty Working Group is currently producing a white paper that identifies scholarly engagement as essential to educational excellence and explores the sundry and multiple ways that exposing undergraduate students to opportunities to gain research experience can enhance teaching and research be better integrated into the classroom.	
3.6 Engage the KPU Library and Teaching and Learning Commons to assist researchers and the Office of Research and Research Services to enhance research capabilities and access up-to-date methodologies and resources. Reinforce KORA’s role in providing immediate global reach for KPU research through KORA and other avenues to open academic publishing.		<ul style="list-style-type: none">• In collaboration with the AVP Research, the Library is developing an online Subject Guide to identify learning resources related to IP• A series of activities are being developed by the AVP Research, Associate Vice President, Open Education, and the University Librarian, and their teams to strengthen supports for open access	




GOAL 4: Build a next generation KPU International (Lead AVP International, Carole St. Laurent, Associate Dean Joel Murray)			
Strategy	June, 2019	Comments	Impact of Goal Strategies
4.1 Support international students through a range of academic transition programs that enable students to participate fully in the KPU community of learners.		<p>Pathways are important to international students. Students who have not yet achieved the level of English required to be successful in their studies can enroll in the Pathway program</p> <ul style="list-style-type: none">The Pathways option was recently re-opened to international students.Pathways provides an important bridge for international students to meet the English language requirement and to provide them with a smooth transition into an undergraduate program.Challenges nonetheless exist for some students to succeed in the current system. The KPU community needs to collaborate on redesigning the pathway program to meet both domestic student and international student needs.	As KPU's international revenue has become a substantial portion of the overall revenues for the university, greater emphasis on serving those international students and ensuring their success has become critical. Over the past year and in an attempt to stem to overwhelming flow of international admissions to KPU, the university suspended international student admissions until such as time as an Institutional Sustainability committee was able to accurately predict our institutional capacity and develop preferred FTE targets in selected Faculties and program areas. KPU is now ready to embark on a new integrated approach to enrolment management that will attenuate many of the problems associated with past admissions and recruitment practices. At the same time KPU has intensified its efforts to promote and recruit a large diversity of international students that will begin to manifest itself in the proposed intake targets of May 2020.
4.2 Foster a culturally and globally aware curriculum, being prepared to meet the needs of an international workplace, whether in Canada or internationally.		<ul style="list-style-type: none">KPU has taken important steps in fostering a culturally and globally aware curriculum through the Teaching and Learning Commons by offering three-day Intercultural Teaching Workshops, available to all faculty and teaching staff.The goal for KPU is for all instructors to participate in the three-day workshop and apply strategies in their course development and preparation to truly prepare students for an international work environment.	
4.3 Recognize that international students are an asset to KPU and regional communities, enhancing the classroom experience through a rich exchange of experiences and ideas.		<ul style="list-style-type: none">International students bring a global perspective to the classroom, and through experiential learning and the students' active participation, this perspective is shared through activities such as group projects and similar classroom activities. In addition, international students share their perspective with KPU's external communities through their work-study programs, practica, and COOP work experiences, thus contributing to KPU's outreach to regional communities.One challenge that KPU faces has been faculty challenges with the proficiency levels and university preparedness of the students KPU received in 2017/2018. This lack of proficiency is being partially addressed by comparing high school completion equivalencies and working with agents to assess student preparedness.	
4.4 Build new and strategic academic pathways and program offerings.		<ul style="list-style-type: none">KPU is exploring opportunities to provide a pathway to post-bachelor's programs and new strategic pathways such as the Graduate Diploma Program.KPU is also exploring the expansion of its language school partnerships in order to provide options for students and to increase diversity in the international student population.	
4.5 Develop and implement a streamlined application process.		<ul style="list-style-type: none">KPU has a challenging admissions practice where KPU must receive original transcripts from the issuing institution exclusively. Some countries issue only one transcript in a lifetime, with no exceptions, and with no further transcripts being reissued. This creates inefficiencies for KPU in that the application process is slowed and emerging markets are eliminated from consideration. Further solutions will be examined as part the development of a comprehensive enrolment strategy for the university.BPAS is working with International on identifying issues with and streamlining the application process.	

4.6 Nurture an increased diversity in KPU’s international student body.		<ul style="list-style-type: none">•KPU is already doing this is two ways: through direct recruitment in emerging markets and partnerships with institutions abroad.•As mentioned previously, KPU is exploring working with language schools in the Metro Vancouver region.•A challenge for KPU is the need to further explore accepting electronic transcripts to help with increasing student diversity.
4.7 Develop an enhanced international advising model to optimize the effectiveness and efficiency of advisory services for international students.		<ul style="list-style-type: none">• KPU International has hired a coordinator for international student advisors and is coordinating efforts (shared training, etc.) with Central Advising.• KPU International staff are being certified in order to provide student-related immigration services.
4.8 Establish an international student emergency fund.		<ul style="list-style-type: none">•KPU has already established an international student emergency fund internally to support international students who experience unexpected financial hardships.•KPU will need to develop a an application process to enable implementation.•KPU has also negotiated a scholarship with Guard.Me International Insurance, pur principal insurance converage for international students, prior to their coverage under the Provincial system.



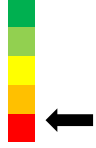



GOAL 5: Increase indigenous participation at KPU (Lead- AVP Academic, Dr. Steve Cardwell, Associate Dean Dr. Sharon Leitch)			
Strategy	June, 2019	Comments	Impact of Goal Strategies
5.1 Engage a manager of indigenous services		A search for a new manager of Indigenous Student Services is underway. The incumbent left KPU for a position at Fraser Health.	Indigenous activities and administration/faculty/staff engagement is at an all-time high at KPU. The Indigenous Awareness modules, the large number of curricular projects and courses advancing the TRC Calls to Action are a clear indication that KPU is progressing well on this goal. The hiring of a new manager of Indigenous Student Services, the Open Doors, Open Minds forum, the regular input from our Indigenous Advisory coupled with the many events that KPU has sponsored or been part of speak strongly to the progress on this Academic Plan goal.
5.2 Expand exposure of territory acknowledgment		Signage work underway through Facilities and the Office of the President.Creation and location of Indigenous artwork is also underway under the Office of the President/FoA/Facilities.	
5.3 Provide cultural training to staff, faculty, administration, students and alumni.		Well underway. Three Moodle online modules have been available since the summer. To date more than 300 staff. Administrators and faculty have taken the short training courses. Teaching Fellow working with faculty to facilitate indigenous awareness orientation and methods. Work is underway to create micro-credentials to recognize and value the accomplishment of participants here.	
5.4 Maintain an active Indigenous Advisory Committee.		The second gathering of the Indigenous Advisory Committee took place at the end of May. This was well-attended by local Indigenous communities, school district representatives, KPU faculty/staff and students. A student-initiated KPU Indigenous Student Council has been formed. Using a provincial grant, a consultant has been hired to help lead an action-planning initiative in support of the work of the Advisory Committee and the University.	
5.5 Encourage the development of indigenous language courses.		Course in Cree language in development. Others at the conceptual stage. Exploring the development of the Halq'emeylem course The new Credential Framework policy that is being developed contains a proposal to create an Indigenous Content Requirement (ICR) for all students enrolled in undergraduate studies.	
5.6 Strengthen the organizational structure to support current KPU indigenous students and creating indigenous learning communities.		Working with other institutions on the Indigenous Intern Leadership Program (IILP) coordinated by VIU. This program matches Indigenous graduates with internships at prominent BC businesses. KPU held the third and very successful Open Doors, Open Minds event to welcome and encourage Indigenous high school students to attend KPU. A new partnership with the Verna J Kirkness Foundation will support about 12 Indigenous high school students to spend a week working on projects with the Faculty of Science and Horticulture.	
5.7 Enhance relationships with local First Nations and indigenous peoples and organizations.		Initiated a series of visits/meetings to local Indigenous communities to further build relationships (eg Kwantlen, Katzie, Semiahmoo Nations so far).	

GOAL 6: KPU becomes an international leader in Open Education research and practices (Lead Associate Vice Provost Open Education, Dr. Rajiv Janghiani)



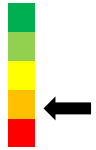




Strategy	June, 2019	Comments	Impact of Goal Strategies
6.1 Support the adoption of open educational resources across all Faculties & Schools through education, training & support, system & role integration, and recognition		<ul style="list-style-type: none">•Open educational resources (OER) are now being adopted by faculty within each Faculty/School•Internal and external communications are managed through A dedicated website (kpu.ca/open), an Open Education listserv, and a social media presence (@KPUopen)•OER adoption support from the library now extends through liaison librarians to different program areas•Events to raise awareness of OER held during Open Access Week (October) and Open Education Week (March)•Hands-on training for OER is now provided each semester at our Surrey, Richmond, and Langley campuses•Open textbook adoption has been integrated into the online textbook ordering system•A search for available OER has been integrated into the course outline development/revision approval process (approved by the Senate Standing Committee on Curriculum and Senate)•The pilot print on demand service for open textbooks has now expanded to all departments.•Workshops outlining value of Pressbooks as an open textbook tool have been established.•Information on the use of OJS to support faculty, student and classroom assignment journals is established. Workshops by librarians on the use of such tools continue to grow in popularity.	Significant cost savings to students enhances KPU’s reputation for providing an inclusive and affordable post-secondary education. Improved course performance as a result of ensuring free access to course materials supports student success. Bolsters KPU’s reputation for innovation and leadership in open education. Leverages an international network of progressive institutions to provide access to post-secondary study and credentials for students with economic, geographic, & other barriers; builds local capacity and expertise in open online course development; strengthens KPU’s reputation for leadership in open education.
6.2 Support the development, growth, and effective marketing of additional Zed Cred programs.		<ul style="list-style-type: none">• Third Zed Cred program launched in March 2019 (Associate of Arts in General Studies)• Fourth Zed Cred program planned for launched in June 2019 (Diploma in General Studies)• Rebranding of Zed Cred to Zero Textbook Cost programs planned for Fall 2019	
6.3 Develop a publishing infrastructure and systems to support the creation and adaptation of open educational resources.		<ul style="list-style-type: none">• KPU’s Open Publishing Suite (OPUS) formally launched in March 2019 and provides campus-wide support for the creation and adaptation of OER practices• OER publishing workflow and training materials currently being refined• KPU’s new open textbook catalogue being branded prior to its public launch• Processes to support PressBook conversion are being established.• Information on the use of OJS to support faculty, student and classroom assignment journals is established.<ul style="list-style-type: none">• Positions have been identified and costing/capacity to support development of OERs and open access journals is underway.	
6.4 Articulate OERu courses and offer an exit credential to the OERu network.		<ul style="list-style-type: none">• Necessary steps to articulate OERu courses have been identified in collaboration with the Registrar.• OERu courses being evaluated by KPU faculty for transfer credit• Suitable exit credential for the OERu network identified• Exploring opportunities to leverage the OERu network to support innovation pilot projects at KPU, including for open boundary courses and micro-credentialing.	
6.5 Establish targeted Open Education initiatives to attract working adults seeking to pursue post-secondary study and provide program completion encouragement and alternatives for adult learners.		<ul style="list-style-type: none">• Proposed Bachelor of General Studies (BGS) identified as a Zed Cred candidate.• Currently exploring (together with Faculty of Arts leadership) ways in which open educational practices could support mature learners’ career and learning within the BGS framework.	

6.6 Provide training and support for faculty to embrace open pedagogies.		<ul style="list-style-type: none">• Open pedagogy workshops now offered in partnership with the Teaching & Learning Commons.• An inter-institutional Open pedagogy fellowship focused on the UN Sustainable Development Goals launched in Summer 2019, in partnership with Montgomery College (Maryland, USA).
6.7 Develop an institutional open education policy.		<ul style="list-style-type: none">• Encouragement for creating open educational resources embedded within the institutional IP policy that is being considered by the Board of Governors.• Discussions underway with University Librarian and AVP, Research on an institutional policy for OER.
6.8 Embed and enhance e-portfolios that reflect open education strategies and acknowledge the added value of global open education practices.		<ul style="list-style-type: none">• Advising pilot testing of Wordpress multi-site program, with pilot users from different Faculties identified and invited (sponsored by Office of Teaching & Learning).• Working with AVP Academic and the Micro-credentialing Working Group to develop a micro-credentialing/digital badging strategy that will integrate with e-portfolios to show evidence of attainment of specific skills and competencies.







GOAL 7: To enhance the employability of Trades and Technology apprentices and foundation program graduates. (Lead Dean Trades and Technology, Brian Moukperian, Associate Dean Laura McDonald)

Strategy	June, 2019	Comments	Impact of Goal Strategies
7.1 To enable learners to ladder from apprenticeship trades training to undergraduate programs		No progress yet. Upcoming developments: Exploring Mechatronics partnership possibilities with SFU to see how KPU’s Mechatronics and Advanced Manufacturing Technology graduates may articulate into the SFU undergraduate program. Developing a proposed Bachelor of Technology in Innovation and Project Management.	Action on this goal of the Academic Plan has been mostly delayed while a number of operational and enrolment matters have taken priority. The Faculty seems to be generally in favour of experimenting with new delivery models and in exploring some of the teaching technology developments brought to their attention by the Teaching and Learning Commons. In terms of direct impact, it is clear that the value of Program Advisory Committees and the new leadership at the ITA will have a strong and positive effect on the growth of this Faculty.
7.2 Enhancing the renewal of pedagogical techniques to address a wider base of competencies.		The Teaching and Learning team has engaged more faculty in using Moodle. Adopted a “Train the Trainer” model and are taking advantage of KPU’s “Moodle Champion” approach by calling upon frequent users to share their knowledge with colleagues. Document projectors were installed in some classes as overhead projectors were removed from classrooms.	
7.3 Encouraging a leap forward in providing hybrid, online, and micro-credential delivery.		ITA is recognizing hybrid programs. There are a few colleges and institutes which are offering programs in a blended fashion. KPU will reach out to partner colleges and institutes to understand the effectiveness of this delivery model in the Trades areas.	
7.4 Harnessing KPU’s digital transformation and technological data literacy to support and enrich the student experience.		No progress yet.	
7.5 Promote a direct connection to industry through Professional Advisory Committees and professional/trades associations.		The following four Program Advisory Committees have met within the past 12 months: Appliance Service Technician, Automotive Service, Farrier and Welding. In addition, the Automotive Retailers Association held a networking event at KPU Tech on May 23, 2019. By 2020, the Dean is confident that all programs will have active Program Advisory Committees.	
7.6 Revitalize our approach to developing research across all trades and technology disciplines.		Dean of Trades and Technology to meet with AVP Research to engage in discussions re the possibilities and challenges of research opportunities in trades and technology. As the Mechatronics and Advanced Manufacturing Technology program graduates complete their studies over the next two years, the program will have achieved a level of maturity and experience to incorporate applied research into, and as a complement to, the curriculum.	

GOAL 8: Prepare KPU for the incoming graduates of the BC K-12 new curriculum (Lead, Vice Chair Senate, Dr. David Burns, Associate Dean, Andhra Goundrey)

Strategy	June, 2019	Comments	Impact of Goal Strategies
8.1 Future KPU students will express their achievement in new and diverse ways. To continue to lead in this field, KPU will review its approach to university admission.		KPU, through the work of the Kwantlen Education Incubator, has done extensive research and presented their findings at large-audience presentations on the new curriculum and KPU at school districts: Richmond, Surrey, Saanich, Nelson, Abbotsford (this summer), Kelowna and Bulkley Valley. These include speeches to the Greater Vancouver Principals and all BC Superintendents and about 1500-2000 teachers and other educators. This research has led to the trial of e-portfolio-only admissions to the university in preparation for the K-12 graduates coming to KPU starting in 2020.	KPU has already demonstrated its leadership in sectoral preparation for the incoming K-12 curriculum graduates. The outcome of the many internal discussions and presentations on this curriculum have galvanized our instructors to adopt new teaching methodologies and technologies to best serve this incoming cohort of self-directed students.
8.2 KPU’s polytechnic and applied focus will be increasingly important as these values become more prominent in K-12 education. The university will support professional development on competency- and portfolio-based teaching and learning.		This work is underway informed by up-to-date teaching methodologies as brought into practice by the Teaching and Learning Commons as well as by the research of KEPI.	
8.3 KPU will review programs in light of the changing educational climate in order to maintain currency. Opportunities to increase and recognize cross- and extracurricular learning will be a central feature of 21st century education.		This development is only now beginning to surface in the ongoing program reviews undertaken by selected programs at KPU. Teaching Fellows, Nancy Norman & David Burns, hosted open sessions/discussions for faculty, Faculty specific sessions with faculty & school district representatives, future plans to invite district teachers to KPU for Design Thinking workshops.	
8.4 KPU will embed best practices in e-portfolio training and development to enhance the practice of assessment, facilitate admissions and provide powerful tools for learners to successfully demonstrate their learning to future employers and graduate admissions.		Recent results and examples of the Surrey Portfolio Pathway Partnership are now available at kpu.ca/KEPI KEPI Director has published an open access paper and an EdCan feature on the subject and has also presented his findings to the OECD working group.	
8.5 We will dismantle boundaries between faculties, and between academic and vocational programming to enable a more permeable flow between areas. Students educated in a system oriented to problem solving such as the BC K-12 curriculum should not expect walls between trades and undergraduate study.		This initiative has yet to be launched. It will be led by the Faculty of Trades and Technology.	
8.6 New digital support systems will be established to help students and faculty collect and curate work and assessment feedback that transcends individual courses.		This initiative has not been launched yet.	
8.7 KPU will continue to promote the recognition of prior learning, and learning undertaken outside of the formal classroom.		Prior learning recognition is an essential component of the emerging Strategic Enrolment planning process about to be launched at KPU. Experiential learning, co-curricular learning and prior learning are fundamental elements of our emerging adult learner strategy.	

GOAL 9: To offer Graduate Studies at KPU. (Lead AVP Academic, Dr. Steve Cardwell, Associate Dean, Loren Coutts, and Darren Francis)

Strategy	June, 2019	Comments	Impact of Goal Strategies
9.1 Establish an administrative unit to manage graduate education at KPU in 2018.		Done. Office of Graduate Studies approved by Senate in Spring 2018	Senate's 2018 approval of a Graduate Studies Department gave strong impetus to the development of Masters degree concept discussions by faculty members of the Faculty of Arts, Science and Horticulture, Health, School of Business and the Wilson School of Design. The Senate-approved Food Sustainable Graduate Certificate in Sustainable Food Systems and Security is now at the course development stage with an on-schedule implementation for Fall 2021.
9.2 Engage the Faculties and Institutes in the development of unique and differentiated graduate diplomas, graduate certificates and Masters degrees.		Much new programme work in development across several Faculties AVPA, AVPR and Associate Deans working together to identify potential new graduate programs that are of a polytechnic nature: Masters degree programs, graduate diplomas and consideration for converting existing post-baccs into post-grad certificates.	
9.3 Launch the new program development governance process for new graduate studies in 2018.		More than 21 polices have been identified for various levels of revision to reflect graduate programs. Some of these are underway. For example, the new Credential Framework policy includes reference to graduate programs. The development of programming, programming standards and credential qualifications for newly offered graduate diplomas is ongoing, and for Master’s programs is outstanding.	
9.4 Activate Faculty workgroups and Senate Standing Committee on Academic Planning and Priorities to develop programming, programming standards and credential qualifications.		Discussions underway with SFU Faculty of Education to collaborate on flexible graduate programs for faculty - leading to higher degrees so that faculty can upgrade their credentials to be able to teach graduate programs (PhDs, EdDs and Masters degrees that can move in to doctoral programs).	
9.5 Launch first Master’s program at KPU in 2021.		On track for Fall 2021 introduction of first Graduate Certificate in Sustainable Food Systems and Security. Actual Master's program not able to realistically launch until Fall 2022.	
9.6 Establish a Graduate Commons as an extension of the Office of Graduate Studies by 2021. This unit will house a variety of academic service areas that will provide instruction and support around the specific academic needs of graduate students including citation management; in-depth literature reviews; the Learning Centre; thesis writing strategy; and grant writing.		Preliminary efforts underway to review potential physical locations and structures for a Graduate Commons for students.	



SENATE

Agenda Item: 5.1

Meeting Date: June 24, 2019

Presenter: David Burns

Agenda Item: Consent Agenda: June 24, 2019

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information
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Recommended Resolution:	THAT Senate approve the attached list of new, revised and discontinued courses.
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Senate Standing Committee Report:

On June 12, 2019, the Senate Standing Committee on Curriculum recommended that Senate approve the attached list of new, revised, and discontinued courses.

Attachments: 2019 06 24 Senate Consent Agenda

Submitted by: *Meredith Laird, Administrative Assistant, University Senate*

Date submitted: *June 24, 2019*

Senate
Consent Agenda
June 24, 2019

Department	Course Subject Code	Course Number	Course Title	Implementation Date (eg. 1-Sept-2019)	Category	Associated with a New or Changed Program?	If Yes, which program ?	Which fields are changed?	Notes
Health Care Assistant	HCAP	1260	Technology for Health Care	1-Sep-20	Discontinued	Yes	HCAP		Content distributed to HCAP 1121 & HCAP 1136 which are now published in the Course Outline Library with new content from HCAP 1260.
Health Care Assistant	HCAP	1250	Health Care Assistant: Final Practicum	1-Sep-20	Revised	Yes	HCAP		Remove discontinued course HCAP 1260 from list of prerequisites for this course. Minor edit to calendar description.



SENATE

Agenda Item: 5.2.1

Meeting Date: June 24, 2019

Presenter: David Burns

Agenda Item:

Program Change:

Computer Aided Design and Drafting Math Placement Test

Action Requested:

☒ Motion to Approve

☐ Discussion

☐ Information

Recommended Resolution

THAT Senate approve that the entrance examination requirement be changed to 60% for the Computer Aided Design and Drafting Math Placement Test.

Senate Standing Committee Report:

At its meeting on June 12, 2019, the Senate Standing Committee on Curriculum moved that the entrance exam requirement be changed to 60%.

Context & Background:

The Computer Aided Design and Drafting Department developed their own math placement test a number of years ago. The purpose was not to replace KPU MPT. The CADD MPT allows access to the program but does not give credit. The previous threshold was 53%, which could not be found documented and was recently confused with a 70% threshold due to changes with the MET. This is to clarify the language and document the CADD MPT, however with a change to a minimum of 60%, which is equivalent to a C, the requirement for CADD program entry.

Key Messages:

Clarification of the language and CADD MPT minimum passing benchmark.

Consultations:

Nadia Henwood

Attachments:

D-7. Program Change Form CADD MPT

Submitted by:

Meredith Laird, Administrative Assistant, University Senate

Date submitted:

13 May, 2019

Faculty:	Faculty of Science and Horticulture
Program Name:	Diploma in Computer Aided Design and Drafting
Department:	CADD Technologies
Effective date:	Fall 2020 intake

Dean/Associate Dean:	Dr. Elizabeth Worobec/Dr. Joel Murray
Chair/Coordinator:	Christina Heinrick
Submission Date:	

Consultations	Person Consulted	Consultation Date
Office of the Provost:		
Vice Chair of Senate:		
Office of the Registrar:	Nadia Henwood	March 12, 2019
Other(s)* (if applicable):		

	Date on which this proposal was approved
Faculty Curriculum Committee:	
Faculty Council (if required):	<i>(Not needed if the Faculty Curriculum Committee has delegated authority to approve program revisions on behalf of their Faculty Council.)</i>
SSC on Curriculum:	June 12, 2019
SSC on University Budget (if required):	
SSC on Academic Planning and Priorities (if required):	
Senate:	
Proposed Change(s):	Clarification of the CADD Math test benchmark.
Rationale:	Currently it is not clear what the threshold of successful completion on CADD MPT (not the same as MPT). Would like to clarify that successful completion on the CADD MPT at a benchmark of 60%. This is not a change, but only to provide clarity.
URL(s):	http://www.kpu.ca/calendar/2018-19/science-hort/cadd/cadd-dip.html

Impact on Students:	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> The changes alter the admission, declaration or continuance requirements</p> <p><input type="checkbox"/> The changes alter the curricular requirements</p> <p><input type="checkbox"/> The changes change the total number of required credits <i>yes, state the current number of total credits: _____</i> <i>and proposed number of total credits: _____</i></p> <p><input type="checkbox"/> The changes introduce new, revised or discontinued courses <i>If yes, indicate the Faculty approval date and list the courses below _____</i></p> <p><input type="checkbox"/> The changes alter the credential awarded <i>If yes, indicate the proposed credential: _____</i></p>
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Current Requirements with Proposed Changes			New Requirements
Admission Requirements In addition to the Faculty's Undergraduate Admission Requirement, which consists of KPU's Undergraduate English Proficiency Requirement , the following program admission requirements apply: <ul style="list-style-type: none"> Satisfy the Math requirement at Level E1 of the Mathematics Alternatives Table; or through successful placement by the CADD Math Placement Test at a minimum of 60%. Attend a CADD information session or interview with a CADD department representative. <p>Note: Students wishing to complete the Diploma program without having to undertake any preparatory courses must satisfy Level C1 of the Mathematics Alternatives Table.</p> <p>Advanced Standing</p> <p>KPU Engineering Certificate graduates admitted to the CADD program may be eligible to receive advanced standing, with the Introductory Core Requirements fulfilled.</p> <p>Applicants with Drafting 11 and/or 12 from a BC Secondary School can challenge the CADD 1100 course by writing a Qualifying Assessment. Contact the CADD Department Chair at cadd@kpu.ca for more information.</p>			Admission Requirements In addition to the Faculty's Undergraduate Admission Requirement, which consists of KPU's Undergraduate English Proficiency Requirement , the following program admission requirements apply: <ul style="list-style-type: none"> Satisfy the Math requirement at Level E1 of the Mathematics Alternatives Table; or through successful placement by the CADD Math Placement Test at a minimum of 60%. Attend a CADD information session or interview with a CADD department representative. <p>Note: Students wishing to complete the Diploma program without having to undertake any preparatory courses must satisfy Level C1 of the Mathematics Alternatives Table.</p> <p>Advanced Standing</p> <p>KPU Engineering Certificate graduates admitted to the CADD program may be eligible to receive advanced standing, with the Introductory Core Requirements fulfilled.</p> <p>Applicants with Drafting 11 and/or 12 from a BC Secondary School can challenge the CADD 1100 course by writing a Qualifying Assessment. Contact the CADD Department Chair at cadd@kpu.ca for more information.</p>
List any new, revised or discontinued courses associated with this program change			
Course Subject Code	Course Number	Descriptive Title, hyperlinked to course outline	New, Revised, or Discontinued



SENATE

Agenda Item: 5.2.2

Meeting Date: June 24, 2019

Presenter: David Burns

Agenda Item: Program Change: Computer Aided Design and Drafting Diploma
Co-operative Education Option

Action Requested:

- ☒ Motion to Approve
☐ Discussion
☐ Information

**Recommended
Resolution:**

THAT Senate approve the revisions to the Computer Aided Design and Drafting Diploma – Co-operative Education Option, effective September 1, 2020.

**Senate Standing
Committee Report:**

At its meeting on June 12, 2019, the Senate Standing Committee on Curriculum recommended that Senate approve the revisions to the Computer Aided Design and Drafting Diploma – Co-operative Education Option, effective September 1, 2020.

**Context &
Background:**

The Computer Aided Design and Drafting Department launched the Co-operative Education option in the Fall 2018 term. We quickly realized that the entrance requirements were too restrictive and didn't allow students to take one or more specialties before deciding to apply for Co-op. Students were forced to complete COOP 1101 prior to completing their first specialty. This is also challenging as that would require them to take COOP 1101 while taking four 4 credit courses.

We also want to allow students to take the two required COOP courses while taking their second year CADD courses, where currently it does not allow that.

Key Messages:

Changes in the CADD Co-op entrance and continuance requirements to allow flexibility and accessibility.

Consultations:

1. Melissa Krahn, Co-op Office Coordinator
2. Melissa Drury, Co-op Faculty
3. Tanya Fuller, Academic Advisor

Attachments:

D-7 Program Change Form CADD Co-op

Submitted by:

Meredith Laird, Administrative Assistant, University Senate

Date submitted:

June 18, 2019

Faculty:	Science and Horticulture
Program Name:	Diploma in Computer Aided Design and Drafting
Department:	CADD Technologies
Effective date:	Academic Year Fall 2020

Dean/Associate Dean:	Dr. Elizabeth Worobec/Dr. Joel Murray	
Chair/Coordinator:	Christina Heinrich	
Submission Date:		
Consultations	Person Consulted	Consultation Date
Office of the Provost:		
Vice Chair of Senate:		
Office of the Registrar:		
Other(s)* (if applicable):	Melissa Krahn, Melissa Drury, Tanya Fuller	January 29, 2019
	Date on which this proposal was approved	
Faculty Curriculum Committee:		
Faculty Council (if required):	<i>(Not needed if the Faculty Curriculum Committee has delegated authority to approve program revisions on behalf of their Faculty Council.)</i>	
SSC on Curriculum:	June 12, 2019	
SSC on University Budget (if required):		
SSC on Academic Planning and Priorities (if required):		
Senate:		
Proposed Change(s):	Curricular and entrance requirements for the CADD Co Op Credential	
Rationale:	Current language is too restrictive making it difficult for students to apply and participate	
URL(s):	http://www.kpu.ca/calendar/2018-19/science-hort/cadd/cadd-dip.html	
Impact on Students:	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> The changes alter the admission, declaration or continuance requirements</p> <p><input type="checkbox"/> The changes alter the curricular requirements</p> <p><input type="checkbox"/> The changes change the total number of required credits <i>If yes, state the current number of total credits: _____</i> <i>and proposed number of total credits: _____</i></p> <p><input type="checkbox"/> The changes introduce new, revised or discontinued courses <i>If yes, indicate the Faculty approval date and list the courses below _____</i></p> <p><input type="checkbox"/> The changes alter the credential awarded <i>If yes, indicate the proposed credential: _____</i></p>	

Diploma in Computer Aided Design and Drafting with Co-operative Education

The Diploma in CADD with Co-operative Education allows students the option of pursuing a credential enhanced with a semester of work placement. Students interested in this credential must apply to and follow the terms and conditions indicated in the [General Co-operative Education Requirements](#). Students complete the Co-operative Education component of this credential prior to the [beginning completion](#) of 2000 level course components in the Diploma. Students interested in this option are advised to meet with an Academic Advisor and the CADD Program Chair.

Co-operative Education

The Computer Aided Design and Drafting diploma is offered with a Co-operative Education option. Co-operative Education gives a student the opportunity to apply the skills gained during academic study in paid, practical work experience semesters. Students can complete a work semester while completing their diploma. Work semesters alternate with academic study.

Students wishing to enter and participate in the Co-op Option must meet the following requirements:

Entrance Requirements:

- Currently admitted to the Diploma in Computer Aided Design and Drafting program.
- Good Academic Standing
- [Currently in first year courses of the Computer Aided Design and Drafting program](#) ~~Maximum of 32-64 credits at the CADX 1XXX~~

Diploma in Computer Aided Design and Drafting with Co-operative Education

The Diploma in CADD with Co-operative Education allows students the option of pursuing a credential enhanced with a semester of work placement. Students interested in this credential must apply to and follow the terms and conditions indicated in the [General Co-operative Education Requirements](#). Students complete the Co-operative Education component of this credential prior to the completion of 2000 level course components in the Diploma. Students interested in this option are advised to meet with an Academic Advisor and the CADD Program Chair.

Co-operative Education

The Computer Aided Design and Drafting diploma is offered with a Co-operative Education option. Co-operative Education gives a student the opportunity to apply the skills gained during academic study in paid, practical work experience semesters. Students can complete a work semester while completing their diploma. Work semesters alternate with academic study.

Students wishing to enter and participate in the Co-op Option must meet the following requirements:

Entrance Requirements:

- Currently admitted to the Diploma in Computer Aided Design and Drafting program.
- Good Academic Standing
- Currently in first year courses of the Computer Aided Design and Drafting program.

level completed in the Computer Aided Design and Drafting program.

Work Term and Program Continuance Requirements:

Procedures for enrolment in Co-operative Education work terms are outlined in the COOP course descriptions. Conditions for continuance in the program are:

- Successful completion of COOP 1101 and prior to the completion of second year courses of the Computer Aided Design and Drafting program. Successful completion of COOP 1101 prior to completing 32-64 credits at the 1XXX level in the Computer Aided Design and Drafting Program.
- Minimum Program GPA of 2.53-02.5
- Instructor Permission

Co-op Course Requirements

The Co-operative Education designation requires successful completion of the following courses:

[COOP 1101](#) Job Search Techniques 1 credit

[COOP 1150](#) Co-op Work Semester 1 9 credits

Work Term and Program Continuance Requirements:

Procedures for enrolment in Co-operative Education work terms are outlined in the COOP course descriptions. Conditions for continuance in the program are:

- Successful completion of COOP 1101 and prior to the completion of second year courses of the Computer Aided Design and Drafting program..
- Minimum Program GPA of 2.5
- Instructor Permission

Co-op Course Requirements

The Co-operative Education designation requires successful completion of the following courses:

[COOP 1101](#) Job Search Techniques 1 credit

[COOP 1150](#) Co-op Work Semester 1 9 credits

List any new, revised or discontinued courses associated with this program change

Course Subject Code	Course Number	Descriptive Title, hyperlinked to course outline	New, Revised, or Discontinued



SENATE

Agenda Item: 5.2.3

Meeting Date: June 24, 2019

Presenter: David Burns

Agenda Item: Program Change: Health Care Assistant Certificate

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information
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Recommended Resolution:	THAT Senate approve the changes to the Health Care Assistant Certificate, effective September 1, 2020.
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Senate Standing Committee Report:

On June 12, 2019, the Senate Standing Committee on Curriculum recommended that Senate approve the changes to the Health Care Assistant Certificate, effective September 1, 2020.

Context & Background:

The Faculty of Health, Health Care Assistant program Admission Requirements exceed what is currently required by the external regulatory body. Changes will ensure the Faculty of Health program requirements are comparable and in alignment with other post-secondary institutions.

Key Messages:

1. Change to Admission Requirement for English. Current requirement asks for a minimum grade of B in English 11 or BC Communications 12. Proposed change is requiring a passing grade in English 11 or Communications 12.
2. Removal of the mandatory info session will reduce the extra cost to students as the information is readily available online.
3. HCAP 1260 course content is needed at the beginning of the program to support student success. Content is being dispersed to existing HCAP 1121 and HCAP 1136 course outlines; HCAP 1260 course outline will then be discontinued. HCAP 1260 to be removed from prerequisite list for HCAP 1250.
4. By reducing the program credits from 34 to 33, overall program costs will be reduced thus making the program more competitive with other post-secondary institutions.

Consultations: N. Henwood March 14, 2019
S. Yezerinac April 12, 2019
Dr. D. Burns April 18, 2019

Attachments: D-7. Program Change Form HCAP

Submitted by: *Meredith Laird, Administrative Assistant, University Senate*

Date submitted: *June 13, 2019*

Faculty:	Faculty of Health	
Program Name:	Health Care Assistant Certificate	
Department:	Health Care Assistant	
Effective date:	Fall 2020 Intake	
Dean/Associate Dean:	Dr. David Florkowski	
Chair/Coordinator:	Judith DeGroot (Interim Chair) / Nirmal Dhaliwal	
Submission Date:	May 14, 2019	
Consultations	Person Consulted	Consultation Date
Office of the Provost:	N/A	
Vice Chair of Senate:	D. Burns	April 18, 2019
Office of the Registrar:	N. Henwood S. Yezerinac	March 14, 2019 April 12, 2019
Other(s)* (if applicable):	N/A	
		Date on which this proposal was approved
Faculty Curriculum Committee:	April 18, 2019	
Faculty Council (if required):	N/A	
SSC on Curriculum:	June 12, 2019	
SSC on University Budget (if required):	N/A	
SSC on Academic Planning and Priorities (if required):	N/A	
Senate:		
Proposed Change(s):	1) Admission requirement change to change the existing required minimum grade of B in BC English 11 and BC Communications 12 to a passing grade. 2) Admission requirement change to remove mandatory attendance at an information session. 3) Curricular change to decrease overall program credits from 34 credits to 33 credits by discontinuing HCAP 1260 course outline and moving the content to HCAP 1121 and HCAP 1136 course outlines.	
Rationale:	Current Health Care Assistant Admission Requirements exceed what is required by the regulatory body. Changes will ensure the FoH program requirements are comparable and in alignment with other post-secondary institutions. 1) Changing the minimum grade of B in BC English 11 and BC Communications 12 to a passing grade will align the Admission Requirements more closely to those of other post-secondary institutions and the Health Care Assistant regulatory body. 2) Removal of the mandatory info session will reduce the extra cost to students as the information is readily available online. 3) HCAP 1260 course content is needed at the beginning of the program to support student success. 4) Reduce overall program costs to be more competitive with other post-secondary institutions.	
URL(s):	http://www.kpu.ca/calendar/2018-19/health/healthcareassistant/healthcareassistant-cert.html/	

Impact on Students:	<p>Check all that apply:</p> <p><input checked="" type="checkbox"/> The changes alter the admission, declaration or continuance requirements</p> <p><input checked="" type="checkbox"/> The changes alter the curricular requirements</p> <p><input checked="" type="checkbox"/> The changes change the total number of required credits</p> <p>current number of total credits: 34</p> <p>proposed number of total credits: 33</p> <p><input checked="" type="checkbox"/> The changes introduce new, revised or discontinued courses</p> <p><i>Faculty approval date: April 18, 2019.</i></p> <p><input type="checkbox"/> The changes alter the credential awarded</p> <p><i>If yes, indicate the proposed credential:</i></p> <hr/>
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Transition Plan

If the proposed change impacts students a transition plan must be provided that identifies how students will be notified about the change, and the way in which students currently in the given program will be able to complete their course of study.

There will be no impact to students as proposed changes will be implemented September 1, 2020. The last intake of the current program will be January 2020, students will complete the program in August 2020, therefore will not be impacted by the change.

Additionally, there are no students in the queue awaiting HCAP 1260 to complete the program. All students registered in HCAP have either completed the program or withdrawn.

Current Requirements with Proposed Changes	New Requirements
<p>Admission Requirements</p> <p>All applicants, domestic or international, must meet one of the following English standards for admission to the program:</p> <ul style="list-style-type: none"> BC Successful completion of English 11* with a minimum of grade of B, or BC Communications 12* with a minimum grade of B; or Test of English as a Foreign Language (TOEFL): IBT 76 or higher, with no sub score less than 20 in Speaking and Listening and no sub score less than 18 in Reading and Writing, taken within the last two years; or International English Language Testing System (IELTS): Overall band of 6.0 or higher, with a minimum of 6.0 in the Speaking and Listening band, and a minimum 5.5 in Reading and Writing band, taken within the last two years; or Canadian Academic English Language Assessment (CAEL): Score of 60 or higher with no sub score less than 50, taken within the last two years <p>* Note: For applicants educated in an English-speaking environment for 7 nonconsecutive years of elementary or secondary school or 4 consecutive years of secondary or post-secondary school.</p> <p>In addition, the following program admission requirements apply: Attendance at an information session for the Health Care Assistant Program</p> <p>Once students have received a conditional offer of admission and before final admission to the program is granted, students must submit the following:</p> <ul style="list-style-type: none"> Food Safe Level I Standard First Aid Certificate 	<p>Admission Requirements</p> <p>All applicants, domestic or international, must meet one of the following English standards for admission to the program:</p> <ul style="list-style-type: none"> Successful completion of English 11*, or BC Communications 12*; or Test of English as a Foreign Language (TOEFL): IBT 76 or higher, with no sub score less than 20 in Speaking and Listening and no sub score less than 18 in Reading and Writing, taken within the last two years; or International English Language Testing System (IELTS): Overall band of 6.0 or higher, with a minimum of 6.0 in the Speaking and Listening band, and a minimum 5.5 in Reading and Writing band, taken within the last two years; or Canadian Academic English Language Assessment (CAEL): Score of 60 or higher with no sub score less than 50, taken within the last two years <p>* Note: For applicants educated in an English-speaking environment for 7 nonconsecutive years of elementary or secondary school or 4 consecutive years of secondary or post-secondary school.</p> <p>Once students have received a conditional offer of admission and before final admission to the program is granted, students must submit the following:</p> <ul style="list-style-type: none"> Food Safe Level I Standard First Aid Certificate CPR Level C TB test

- CPR Level C
- TB test
- An acceptable Criminal Record Check through the Ministry of Public Safety and Solicitor General's Criminal Records Review Program within 6 months prior to the start of the program.
- Applicants who have lived outside of Canada as an adult are required to secure a Criminal Record Search with the Vulnerable Sector from their country of origin. Please contact the Office of Admissions for further direction on obtaining your criminal record check

Note: Students are also required to provide proof of up-to-date immunizations consistent with requirements of the Health Authorities prior to commencement in the practice experiences.

Students in the program are required to demonstrate the ability to perform a variety of cognitive, emotional and psychomotor skills safely and knowledgeably.

Curricular Requirements

Semester 1

All of:

HCAP 1100	Health 1: Interpersonal Communication	2 credits
HCAP 1110	Healing 1A: Caring for Individuals Experiencing Common Health Challenges	3 credits
HCAP 1121	Health 2: Lifestyle and Choices	1 credit
HCAP 1130	Healing 3A: Personal Care Skills	3 credits
HCAP 1136	Health and Healing: Concepts for Practice	3 credits
HCAP 1150	Clinical Practice: Complex Care	5 credits

- An acceptable Criminal Record Check through the Ministry of Public Safety and Solicitor General's Criminal Records Review Program within 6 months prior to the start of the program.
- Applicants who have lived outside of Canada as an adult are required to secure a Criminal Record Search with the Vulnerable Sector from their country of origin. Please contact the Office of Admissions for further direction on obtaining your criminal record check

Note: Students are also required to provide proof of up-to-date immunizations consistent with requirements of the Health Authorities prior to commencement in the practice experiences.

Students in the program are required to demonstrate the ability to perform a variety of cognitive, emotional and psychomotor skills safely and knowledgeably.

Curricular Requirements

Semester 1

All of:

HCAP 1100	Health 1: Interpersonal Communication	2 credits
HCAP 1110	Healing 1A: Caring for Individuals Experiencing Common Health Challenges	3 credits
HCAP 1121	Health 2: Lifestyle and Choices	1 credit
HCAP 1130	Healing 3A: Personal Care Skills	3 credits
HCAP 1136	Health and Healing: Concepts for Practice	3 credits
HCAP 1150	Clinical Practice: Complex Care	5 credits

Semester 2

All of:

Semester 2		HCAP 1210	Healing 1B: Complex Health Challenges	3 credits	HCAP 1210	Healing 1B: Complex Health Challenges	3 credits
All of:		HCAP 1220	Healing 2: Caring for Individuals with Cognitive or Mental Health Challenges	4 credits	HCAP 1220	Healing 2: Caring for Individuals with Cognitive or Mental Health Challenges	4 credits
		HCAP 1230	Healing 3B: Advanced Personal Care Skills	3 credits	HCAP 1230	Healing 3B: Advanced Personal Care Skills	3 credits
		HCAP 1236	Health Care Assistant: Introduction to Practice	1 credit	HCAP 1236	Health Care Assistant: Introduction to Practice	1 credit
		HCAP 1250	Health Care Assistant: Final Practicum	5 credits	HCAP 1250	Health Care Assistant: Final Practicum	5 credits
		HCAP 1260	Technology for Health Care	1 credit			

List any new, revised or discontinued courses associated with this program change			
Course Subject Code	Course Number	Descriptive Title, hyperlinked to course outline	New, Revised, or Discontinued
HCAP	1121	Health 2: Lifestyle and Choices	Revised Content only so not included in package
HCAP	1136	Health and Healing: Concepts for Practice	Revised Content only so not included in package
HCAP	1260	Technology for Health Care	Discontinued (1 credit)
HCAP	1250	Health Care Assistant: Final Practicum	Remove discontinued course HCAP 1260 from prerequisites



SENATE

Agenda Item: 5.3

Meeting Date: June 24, 2019

Presenter: David Burns

Agenda Item: Course Outline Manual: Requisites

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information
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Recommended Resolution:	THAT Senate approve the attached language for use in the Course Outline Manual.
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Senate Standing Committee Report:

At its meeting on June 12, 2019, the Senate Standing Committee on Curriculum recommended that Senate approve the attached language for use in the Course Outline Manual.

Context & Background:

The Course Outline Manual is used to guide the curricular approval process for courses. Changes of a minor technical nature are made on an ongoing basis, but changes that impact the adjudication of proposed course or changes are brought to the Senate for approval.

Key Messages:

The Senate Standing Committee on Curriculum finds that additional guidance is needed in the case of the appropriate use of prerequisites and corequisites.

Attachments:

Proposed Language for Course Outline Manual

Submitted by:

David P. Burns, Chair, Senate Standing Committee on Curriculum

Date submitted:

June 13, 2019

PROPOSED LANGUAGE FOR COURSE OUTLINE MANUAL

ENTRY TITLE: PREREQUISITES AND COREQUISITES

Prerequisites identify the requirements a student must have met before they are able to register in a given course. Most typically, prerequisites include the successful completion of a course (optionally with minimum grades). Corequisites are courses that students must take either prior to or at the same time as a given course. Both prerequisites and corequisites are a form of requisite.

Requisites are an important tool in the building of an educational program but, much like medicines, they can be misused, used for the wrong reasons, and always carry risks.

Requisites may pose problems in two directions. If a course lacks needed requisites (typically prerequisites) it might be the case that students are studying material for which they are ill-prepared. The result could be higher failure rates or wasted efforts in the classroom. On the other hand, the misuse of requisites can make it difficult for students to know what they need to do in order to progress in their programs, might hold them back, and may create bottlenecks in student progression across or into the University. These problems can make graduation difficult for students, and can also impact how efficiently we can use our classroom resources. This is especially true for prerequisites with minimum grade requirements, which are yet more restrictive.

Requisites should only be used when the achievement of certain learning outcomes is necessary to have a reasonable expectation of success in the given course.

It is not appropriate to use requisites simply as enrollment management tools without an underlying pedagogical rationale. Access to educational opportunities should be based on open and transparent criteria used in the interest of students, not institutional convenience. It is similarly problematic to blame low requisite requirements for poor student achievement if other answers (such as curricular or pedagogical problems) have not been investigated.



SENATE

Agenda Item: 5.4

Meeting Date: June 24, 2019

Presenter: David Burns

Agenda Item: Automatic Course Offering Cycle

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information
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Recommended Resolution:	THAT Senate approve that courses not offered for a duration of 4 years be flagged and reviewed for inactivation by the Faculty Councils.
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Senate Standing Committee Report

At its meeting on June 12, 2019, the Senate Standing Committee on Curriculum recommended that Senate approve that courses not offered for a duration of 4 years be flagged and reviewed for inactivation by the Faculty Councils.

Context & Background:

In the 2018/2019 Academic Year the Office of the Registrar successfully initiated a series of bulk inactivations for courses not recently offered. In the interests of making this process more efficient, and of continuing to provide students the most accurate information about course offerings, the Senate should consider empowering the Registrar's Office to inactivate courses that have not been offered in the past 4 years.

Key Messages:

1. Students deserve accurate information about course offerings to which they might plausibly have access.
2. The process of running inactivations through the entire curricular approval process is time consuming and manual, adding to an already significant workload for curriculum committees.

Submitted by: David Burns, Vice-Chair, Senate

Date submitted: 13 June 2019



SENATE

Agenda Item: 5.5

Meeting Date: June 24, 2019

Presenter: David Burns

Agenda Item: Reactivation of Courses

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information
Recommended Resolution:	THAT Senate empower the Chair of the Senate Standing Committee on Curriculum to reactivate courses that meet both of the criteria identified in this memorandum.

Context & Background:

After a large-scale bulk discontinuance of old course outlines it was discovered, by the Office of the Registrar, that some may have been brought forward by the Faculties in error. With the Senate adjourning to its summer recess, a clear mechanism to overturn mistakes that compromise programs is needed.

Key Messages:

Criteria

1. The course was inactivated in the 2019 bulk inactivation process.
2. The course is required for an existing program.

Submitted by: *David Burns, Vice-Chair, Senate*

Date submitted: *June 18, 2019*



SENATE

Agenda Item: 6.1
Meeting Date: June 24, 2019
Presenter: Alan Davis

Agenda Item: Empowering Senate Executive Committee

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information
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Recommended Resolution:	THAT Senate empower the Senate Executive Committee to act for Senate on urgent matters of regular business between June 25, 2019 and August 31, 2019.
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From the Senate Executive Mandate:

**Context &
Background:**

Senate annually, at the last regular meeting of the academic year, empowers the Executive to act for Senate on urgent items of regular business during the months of July and August. Notice of any meetings of the Executive held under this authority (except those called for the purposes of the Executive dealing with its own regular business) shall be given to all members of Senate who may attend and vote. Any actions under this authority are reported to Senate at its next meeting.

Submitted by: Meredith Laird, Administrative Assistant, University Senate

Date submitted: June 19, 2019



SENATE

Agenda Item: 7.1.1

Meeting Date: June 24, 2019

Presenter: David Florkowski

Agenda Item: Senate Standing Committees: Nominations

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information
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Recommended Resolution:	<p>THAT Senate approve the following appointments:</p> <p><u>Senate Standing Committee on Academic Planning and Priorities</u></p> <ul style="list-style-type: none">• Kristen Ash, faculty Senator School of Business, (September 1, 2019 – August 31, 2022) <p><u>Senate Standing Committee on Library</u></p> <ul style="list-style-type: none">• Elise Strand, faculty Senator, Faculty of Health (September 1, 2019 – August 31, 2022) <p><u>Senate Standing Committee on Research</u></p> <ul style="list-style-type: none">• Sundeep Varaich, faculty Senator, Faculty of Health (September 1, 2019 – August 31, 2022) <p><u>Senate Standing Committee on University Budget</u></p> <ul style="list-style-type: none">• Robert Ironside, faculty Senator, School of Business, (September 1, 2019 – August 31, 2020)
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Senate Standing Committee Report:

On June 17, 2019 the Senate Governance and Nominating Committee recommended that Senate approve the appointments listed above.

Context & Background:

The Senate Nominating and Governance Committee has the mandate to nominate members to serve on Senate committees. The Vice-Chair of Senate has nominated recently-elected senators to positions on two standing committees each, in accordance with the Senate by-laws.

Key Messages:

The term of office for faculty members, students, and professional support staff is three years, one year, and three years, respectively. They begin on September 1st and end on August 31st. When vacancies occur in the middle of a term, the new Senate appointments will be effective immediately and

will end on August 31st of the remaining term of office. The renewal of appointments are recommended to Senate for approval.

Consultations:

- Elected senators – for nominations to serve on a minimum of two Senate committees per Senate Bylaw 1.10
- Faculty Councils – for faculty member nominations
- Provost and Vice President, Academic – for appointments of Deans and Associate Deans
- Students – for nominations involving students
- Professional support staff – for nominations involving Professional support staff.

Submitted by:

Rita Zamluk, Administrative Assistant, University Senate

Date submitted:

June 17, 2019



SENATE

Agenda Item: 7.1.2

Meeting Date: June 24, 2019

Presenter: David Florkowski

Agenda Item: **Senate Standing Committees: Appointments**

Action Requested:

- ☐ Motion to Approve
- ☐ Discussion
- ☒ Information

Appointments

Senate Standing Committee on Academic Planning and Priorities

- Andhra Goundrey, Dean (Interim),
(June 8, 2019 – August 31, 2022)
Provost Appointment
- Jane Fee, Special Advisor, Strategic Enrolment Management
(July 1, 2019 – August 31, 2022)
Presidential Appointment

Senate Standing Committee on Appeals

- Andhra Goundrey, Dean (Interim),
(June 8, 2019 – August 31, 2022)
Provost Appointment

Senate Standing Committee on Curriculum

- Jane Fee, Special Advisor, Strategic Enrolment Management
(July 1, 2019 – August 31, 2022)
Presidential Appointment
- Gina Buchanan, Educational Developer,
(September 1, 2019 – August 31, 2022)
Vice Provost, Teaching and Learning Appointment

Senate Standing Committee on Program Review

- Gina Buchanan, Educational Developer,
(September 1, 2019 – August 31, 2022)
Vice Provost, Teaching and Learning Appointment

Senate Standing Committee on Teaching and Learning

- Andhra Goundrey, Dean (Interim),
(June 8, 2019 – August 31, 2022)
Provost Appointment
- Larissa Petrillo, Teaching Fellow
(September 1, 2019 – August 31, 2022)
Vice-Provost, Teaching and Learning Appointment
- Gina Buchanan, Educational Developer,
(September 1, 2019 – August 31, 2022)
Vice Provost, Teaching and Learning Appointment

Senate Standing Committee on University Budget

- Sukey Samra
Representative, Information Technology
(September 1, 2017 – August 31, 2020)
Correction of appointment made June 17, 2017

Submitted by: *Rita Zamluk, Administrative Assistant to University Senate*

Date submitted: *June 24, 2019*



SENATE

Agenda Item: 7.2.1

Meeting Date: June 24, 2019

Presenter: David Florkowski

Agenda Item: Search Advisory Committee: Vice-President, Students

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information
Recommended Resolution:	<p>THAT Senate appoint the following members to the Search Advisory Committee, Vice-President, Students:</p> <p>Student Senator</p> <ul style="list-style-type: none">• Lincoln Saugstad <p>Regular faculty members</p> <p><u>Faculty of Arts</u></p> <ul style="list-style-type: none">• Valerie Vezina <p><u>School of Business</u></p> <ul style="list-style-type: none">• George Broderick <p><u>Wilson School of Design</u></p> <ul style="list-style-type: none">• Sharon Greeno

**Senate Standing
Committee Report:**

On June 24, 2019 the Senate Governance and Nominating Committee recommended that Senate approve the appointments listed above.

**Context &
Background:**

In accordance with Policy HR20, *Search Advisory, Appointment and Re-appointment of Senior Academic Administrator Positions*, and its associated Procedures, Senate is required to appoint faculty members and a student to the Search Advisory Committee (SAC). In the case of the **Vice President** position, the composition of the SAC indicates the following:

- Regular faculty members, representing each of the Faculties, with five members appointed by the Kwantlen Faculty Association, and three or more appointed by the Senate to ensure representation from all Faculties.
- One student, preferably a Senator, appointed by the Senate

From Section A., subsection 1.c) and d) of the [HR20 Procedures](#):

c) For all the SACs referred to in this policy, faculty appointed by Senate will be based on recommendations from the Senate Governance and Nominating Committee in consultation with each Faculty Council to ensure

appropriate representation, taking into account Faculty representatives appointed by the KFA. Other appointments are made according to the Appendix.

d) The membership of the SAC, once established, will be made public to the university community by the SAC Chair.

The KFA representatives are:

Key Messages:

- Chris Burns, Faculty of Educational Support and Development
- Melissa Drury, Faculty of Science and Horticulture
- Diane Walsh, Faculty of Academic and Career Advancement
- Chris Traynor, Faculty of Academic and Career Advancement
- Bob Davis, Faculty of Trades and Technology

Consultations:

1. Faculty Councils
2. Student Senators

Attachments:

1. HR20, Search Advisory, Appointment and Re-Appointment of Senior Academic Administrative Positions Policy
2. HR20, Search Advisory, Appointment and Re-Appointment of Senior Academic Administrative Positions Procedures
3. Memo Vice-President, Students

Submitted by:

Meredith Laird, Administrative Assistant to University Senate

Date submitted:

June 24, 2019



SURREY CAMPUS

12666 – 72ND Ave.
Surrey, BC Canada V3W 2M8

MEMORANDUM

TO: Senate
Board of Governors
Bob Davis, President, Kwantlen Faculty Association
Nicki Pearson, Chair, BCGEU Support Staff
David Piraquive, President, Kwantlen Student Association

CC: Keri van Gerven, University Secretary and Confidential Assistant, Office of the President
Ranminder Kaur, Confidential Assistant, Board of Governors
Rita Zamluk, Administrative Assistant, Senate
Kyla Rand, Coordinator of Administrative Services, Kwantlen Faculty Association

FROM: CHAIR – Dr. Alan Davis, President and Vice-Chancellor

DATE: May 21, 2019

SUBJECT: Appointment – Vice President, Students

KPU will commence a search for the position of Vice President, Students in order to make a recommendation to the President as per Policy HR20.

As per Policy HR20 and related procedures for *Composition of Search Advisory Committees*, I am requesting that members of the Search Advisory Committee be appointed as soon as possible, as follows:

- i. regular faculty members, representing each of the Faculties, with five members appointed by the Kwantlen Faculty Association, and three or more appointed by the Senate to ensure representation from all Faculties.
- ii. one community member of the Board of Governors, appointed by the Board
- iii. one student, preferably a Senator, appointed by the Senate,
- iv. one student Board member appointed by the Board
- v. one student appointed by the Kwantlen Student Association
- vi. one regular BCGEU staff member, appointed by BCGEU
- vii. one excluded support staff employee, appointed by the Chair
- viii. one senior administrative officer of the institution, appointed by the Chair
- ix. two Deans chosen by their peers

Please notify me, as Chair of the Search Advisory Committee, once the above appointments have been made by you or your representative group.

Sincerely,

A handwritten signature in black ink, appearing to read 'Alan Davis'.

Alan Davis, PhD
President and Vice Chancellor



SENATE

Agenda Item: 7.2.2

Meeting Date: June 24, 2019

Presenter: David Florkowski

Agenda Item: Search Advisory Committee: Associate Vice-President, International

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information
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Recommended Resolution:	<p>THAT Senate appoint the following member to the Search Advisory Committee, Associate Vice-President, International:</p> <p>Student</p> <ul style="list-style-type: none">• Michael Ke <p>Regular faculty members</p> <p><u>Faculty of Academic and Career Development</u></p> <ul style="list-style-type: none">• Joanna Daley (Melissa Swaniuk as backup) <p><u>Faculty of Educational Support and Development</u></p> <ul style="list-style-type: none">• Shauna Halcrow <p><u>Faculty of Health</u></p> <ul style="list-style-type: none">• Gurp Lehal <p><u>School of Business</u></p> <ul style="list-style-type: none">• Guoren Zhang <p><u>Wilson School of Design</u></p> <ul style="list-style-type: none">• Brenda Snaith
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Senate Standing Committee Report:

On June 24, 2019, the Senate Governance and Nominating Committee recommended that Senate appoint the nominee listed above.

Context & Background:

In accordance with Policy HR20, *Search Advisory, Appointment and Re-appointment of Senior Academic Administrator Positions*, and its associated Procedures, Senate is required to appoint faculty members and a student to the Search Advisory Committee (SAC). In the case of the **Associate Vice President** position, the composition of the SAC indicates the following:

- Regular faculty members, representing each of the Faculties, with five members appointed by the Kwantlen Faculty Association, and three appointed by the Senate to ensure broad representation from among the Faculties.

- One student, preferably a Senator, appointed by the Senate From Section A., subsection 1.c) and d) of the [HR20 Procedures](#):
- c) For all the SACs referred to in this policy, faculty appointed by Senate will be based on recommendations from the Senate Governance and Nominating Committee in consultation with each Faculty Council to ensure appropriate representation, taking into account Faculty representatives appointed by the KFA. Other appointments are made according to the Appendix.
- d) The membership of the SAC, once established, will be made public to the university community by the SAC Chair.

The KFA representatives for this search are:

Key Messages:

- Suzanne Pearce, Faculty of Science and Horticulture
- Farhad Dastur, Faculty of Arts

Consultations:

1. Faculty Councils
2. Student Senators

Attachments:

1. HR20, Search Advisory, Appointment and Re-Appointment of Senior Academic Administrative Positions Policy
2. HR20, Search Advisory, Appointment and Re-Appointment of Senior Academic Administrative Positions Procedures
3. Memo Associate Vice-President, International

Submitted by:

Rita Zamluk, Administrative Assistant to University Senate

Date submitted:

June 18, 2019



SURREY CAMPUS

12666 – 72ND Ave.
Surrey, BC Canada V3W 2M8

MEMORANDUM

TO: Senate
Board of Governors
Bob Davis, President, Kwantlen Faculty Association
Nicki Pearson, Chair, BCGEU Support Staff
David Piraquive, President, Kwantlen Student Association

CC: Linda Krenz, Confidential Assistant, Office of the Provost
Ranminder Kaur, Confidential Assistant, Board of Governors
Rita Zamluk, Administrative Assistant, Senate
Kyla Rand, Coordinator of Administrative Services, Kwantlen Faculty Association

FROM: CHAIR - Dr. Sandy Vanderburgh, Provost & Vice-President, Academic

DATE: May 31, 2019

SUBJECT: Appointment – Associate Vice-President, International

KPU will commence a search for the position of Associate Vice-President, International in order to make a recommendation to the President as per Policy HR20.

As per Policy HR20 and related procedures for *Composition of Search Advisory Committees*, I am requesting that members of the Search Advisory Committee be appointed as soon as possible, as follows:

- i. five regular faculty members, two of whom are appointed by the Kwantlen Faculty Association and three appointed by the Senate to ensure broad representation from among the Faculties
- ii. one student, preferably a Senator, appointed by the Senate
- iii. one student Board member appointed by the Board
- iv. one student appointed by the Kwantlen Student Association
- v. one regular BCGEU staff member, appointed by the BCGEU
- vi. one excluded support staff employee, appointed by the Chair
- vii. one senior administrative officer of the institution appointed by the Chair
- viii. two Deans chosen by their peers

Please notify me, as Chair of the Search Advisory Committee, once the above appointments have been made by you or your representative group.

Sincerely,

A handwritten signature in black ink, appearing to read 'Sandy Vanderburgh', written over a light blue horizontal line.

Dr. Sandy Vanderburgh



SENATE

Agenda Item: 7.2.3

Meeting Date: June 24, 2019

Presenter: David Florkowski

Agenda Item:

**Search Advisory Committee:
Dean, Faculty of Academic and Career Advancement**

Action Requested:

- ☒ Motion to Approve
- ☐ Discussion
- ☐ Information

**Recommended
Resolution:**

THAT Senate appoint the following members to the Search Advisory Committee for the appointment of Dean, Faculty of Academic and Career Advancement:

Student:

-

Regular faculty members:

- **Rachelle Hollaway (ACP)**
- **Elizabeth Spalding (ELS)**
- **Lynette Manton (ELS)**
- **Susan Saint (ELS)**
- **Glenda Lagasse (APPD)**
- **Janet Webster (Bogdan Bryja as an alternate for Janet if need be) (ACP)**

**Senate Standing
Committee Report:**

On June 24, 2019, the Senate Governance and Nominating recommended that Senate appoint the nominees listed above.

**Context &
Background:**

In accordance with Policy HR20, *Search Advisory, Appointment and Re appointment of Senior Academic Administrator Positions*, and its associated Procedures, Senate is required to appoint faculty members and a student to the Search Advisory Committee (SAC).

For Search Advisory Committees for **Deans**, Senate needs to appoint the following members:

i) regular faculty members, two of whom are appointed by the Kwantlen Faculty Association and others appointed by the Senate to ensure representation by the Faculty of the Associate Dean, up to a maximum of eight faculty

ii) one student, preferably a Senator, appointed by the Senate

From Section A., subsection 1.c) and d) of the HR20 Procedures:

c) For all the SACs referred to in this policy, faculty appointed by Senate will be based on recommendations from the Senate Nominating Committee in consultation with each Faculty Council to ensure appropriate representation, taking into account Faculty representatives appointed by the KFA.

d) The membership of the SAC, once established, will be made public to the university community by the SAC Chair.

Key Messages:

1. The Committee needs to:
 - consult with the Faculty of Arts Faculty Council
 - select members to ensure a wide representation across the Faculty
 - recommend a student to Senate
2. The Kwantlen Faculty Association representatives are:
 - Mark Diotte, ACP
 - Diane Walsh, KFA

Consultations:

Faculty of Academic and Career Advancement

Attachments:

1. HR 20, Search Advisory, Appointment and Reappointment of Senior Academic Administrator Positions Policy
2. HR 20, Search Advisory, Appointment and Reappointment of Senior Academic Administrator Positions Procedures
3. Memo Dean, Academic and Career Advancement

Submitted by:

Meredith Laird, Administrative Assistant, University Senate

Date submitted:

June 24, 2019



SURREY CAMPUS

12666 – 72ND Ave.
Surrey, BC Canada V3W 2M8

MEMORANDUM

TO: Senate
Board of Governors
Bob Davis, President, Kwantlen Faculty Association
Nicki Pearson, Chair, BCGEU Support Staff
David Piraquive, President, Kwantlen Student Association

CC: Linda Krenz, Confidential Assistant, Office of the Provost
Ranminder Kaur, Confidential Assistant, Board of Governors
Rita Zamluk, Administrative Assistant, Senate
Kyla Rand, Coordinator of Administrative Services, Kwantlen Faculty Association

FROM: CHAIR - Dr. Sandy Vanderburgh, Provost & Vice-President, Academic

DATE: May 31, 2019

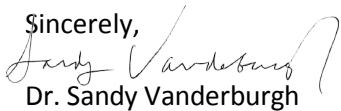
SUBJECT: Appointment – Dean, Academic and Career Advancement

KPU will commence a search for the position of Dean, Academic and Career Advancement in order to make a recommendation to the President as per Policy HR20.

As per Policy HR20 and related procedures for *Composition of Search Advisory Committees*, I am requesting that members of the Search Advisory Committee be appointed as soon as possible, as follows:

- i. regular faculty members, two of whom are appointed by the Kwantlen Faculty Association and others appointed by the Senate to ensure representation by the Faculty of the Dean, up to a maximum of eight faculty
- ii. one student, preferably a Senator, appointed by the Senate
- iii. one student, majoring in a program offered by the Faculty, appointed by the Kwantlen Student Association
- iv. one regular BCGEU staff member, appointed by the BCGEU, preferably selected from the Faculty
- v. one excluded support staff employee, preferably from the Faculty, appointed by the Chair
- vi. one senior administrative officer of the institution appointed by the Chair
- vii. one Dean appointed by the Provost

Please notify me, as Chair of the Search Advisory Committee, once the above appointments have been made by you or your representative group.

Sincerely,

Dr. Sandy Vanderburgh



SENATE

Agenda Item: 7.2.4

Meeting Date: June 24, 2019

Presenter: David Florkowski

Agenda Item: Search Advisory Committee: Dean, Wilson School of Design

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information
Recommended Resolution:	<p>THAT Senate appoint the following members to the Search Advisory Committee for the appointment of Dean, Wilson School of Design:</p> <p>Student</p> <ul style="list-style-type: none">• Leah Katz <p>Regular faculty members:</p> <ul style="list-style-type: none">• Lucie Gagné, Interior Design• Victor Martinez, Product Design• Stephanie Phillips, Technical Apparel• Natasha Campbell, Foundations in Design• Carley Hodgkinson, Graphic Design for Marketing• Jimmy Choi, Fashion Marketing

Senate Standing Committee Report:

On June 24, 2019 the Senate Governance and Nominating Committee recommended that Senate appoint the nominees listed above.

Context & Background:

In accordance with Policy HR20, *Search Advisory, Appointment and Re appointment of Senior Academic Administrator Positions*, and its associated Procedures, Senate is required to appoint faculty members and a student to the Search Advisory Committee (SAC).

For Search Advisory Committees for **Deans**, Senate needs to appoint the following members:

- i) regular faculty members, two of whom are appointed by the Kwantlen Faculty Association and others appointed by the Senate to ensure representation by the Faculty of the Associate Dean, up to a maximum of eight faculty*
- ii) one student, preferably a Senator, appointed by the Senate*

From Section A., subsection 1.c) and d) of the HR20 Procedures:

c) For all the SACs referred to in this policy, faculty appointed by Senate will be based on recommendations from the Senate Nominating Committee in consultation with each Faculty Council to ensure appropriate representation, taking into account Faculty representatives appointed by the KFA.

d) The membership of the SAC, once established, will be made public to the university community by the SAC Chair.

Key Messages:

1. The Committee needs to:
 - consult with the Faculty of Arts Faculty Council
 - select members to ensure a wide representation across the Faculty
 - recommend to Senate a student
2. The Kwantlen Faculty Association representatives are:
 - Lesley Pollard, Fashion and Technology
 - Mark Pritchard, Interior Design

Consultations:

Wilson School of Design Faculty Council

Attachments:

1. HR 20, Search Advisory, Appointment and Reappointment of Senior Academic Administrator Positions Policy
2. HR 20, Search Advisory, Appointment and Reappointment of Senior Academic Administrator Positions Procedures
3. Memo Dean, Wilson School of Design - Search
4. WSD_Dean Search Advisory Committee_June

Submitted by:

Meredith Laird, Administrative Assistant, University Senate

Date submitted:

June 24, 2019



SURREY CAMPUS

12666 – 72ND Ave.
Surrey, BC Canada V3W 2M8

MEMORANDUM

TO: Senate
Board of Governors
Bob Davis, President, Kwantlen Faculty Association
Nicki Pearson, Chair, BCGEU Support Staff
David Piraquive, President, Kwantlen Student Association

CC: Linda Krenz, Confidential Assistant, Office of the Provost
Ranminder Kaur, Confidential Assistant, Board of Governors
Rita Zamluk, Administrative Assistant, Senate
Kyla Rand, Coordinator of Administrative Services, Kwantlen Faculty Association

FROM: CHAIR - Dr. Sandy Vanderburgh, Provost & Vice-President, Academic

DATE: May 31, 2019

SUBJECT: Appointment – Dean, Faculty of Design

KPU will commence a search for the position of Dean, Faculty of Design in order to make a recommendation to the President as per Policy HR20.

As per Policy HR20 and related procedures for *Composition of Search Advisory Committees*, I am requesting that members of the Search Advisory Committee be appointed as soon as possible, as follows:

- i. regular faculty members, two of whom are appointed by the Kwantlen Faculty Association and others appointed by the Senate to ensure representation by the Faculty of the Dean, up to a maximum of eight faculty
- ii. one student, preferably a Senator, appointed by the Senate
- iii. one student, majoring in a program offered by the Faculty, appointed by the Kwantlen Student Association
- iv. one regular BCGEU staff member, appointed by the BCGEU, preferably selected from the Faculty
- v. one excluded support staff employee, preferably from the Faculty, appointed by the Chair
- vi. one senior administrative officer of the institution appointed by the Chair
- vii. one Dean appointed by the Provost

Please notify me, as Chair of the Search Advisory Committee, once the above appointments have been made by you or your representative group.

Sincerely,

A handwritten signature in black ink, appearing to read 'Sandy Vanderburgh', written over a horizontal line.

Dr. Sandy Vanderburgh



MEMORANDUM

TO: David Florkowski, Chair, Senate Governance and Nominations Committee

CC: Andhra Goundrey, Acting Dean, Wilson School of Design
Bob Davis, President, KFA

FROM: Carley Hodgkinson, Chair, Wilson School of Design Faculty Council
Lucie Gagné, Vice-Chair, Wilson School of Design Faculty Council, Chair, Nominations Committee

DATE: June 7, 2019

SUBJECT: Nominations for Search Advisory Committee for the Appointment of Dean, Wilson School of Design

In light of Dean Carolyn Robertson's retirement (effective June 7, 2019), Lucie Gagné, Nominations Chair for Faculty Council of the Wilson School of Design, put out a call for faculty representation to serve on the Search Advisory Committee for the appointment of our next Dean. The call was put forth April 25, 2019, and Faculty Council convened May 22, 2019 to vote on membership. We would like to submit the following names for consideration by the Senate Governance and Nominations Committee, which represent the seven individual programs in the Wilson School of Design. Please note that, at this time, we do not have a meeting schedule.

KFA Representatives

1. Lesley Pollard, Fashion and Technology
2. Mark Pritchard, Interior Design

Proposed Faculty Nominees

1. Lucie Gagné, Interior Design
2. Victor Martinez, Product Design
3. Stephanie Phillips, Technical Apparel
4. Natasha Campbell, Foundations in Design
5. Carley Hodgkinson, Graphic Design for Marketing
6. Jimmy Choi, Fashion Marketing



SENATE

Agenda Item: 7.3
Meeting Date: June 24, 2019
Presenter: David Florkowski

Agenda Item: Committee Compositions 2019 06 17

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information
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Recommended Resolution:	THAT Senate approve the changes in <i>Committee Compositions 2019 06 17</i>.
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Senate Standing Committee Report:

On June 14, 2019, the Senate Standing Committee on Academic Planning and Priorities reviewed the addition of the non-voting role of Special Advisor, Strategic Enrolment Management to the committee membership.

On June 12, 2019, the Senate Standing Committee on Curriculum reviewed the addition of the non-voting role of Special Advisor, Strategic Enrolment Management to the committee membership.

On June 17, 2019, the Senate Governance and Nominating Committee recommended that Senate approve the changes in *Committee Compositions 2019 06 17*.

Key Messages:

1. The President has requested that the role of Special Advisor, Strategic Enrolment Management be added to the memberships of the Senate Standing Committee on Academic Planning and Priorities and to the Senate Standing Committee on Curriculum.
2. The role is non-voting and ex officio.
3. The President will appoint the person to fill the role.
4. Both the Senate Governance and Nominating Committee and Senate will be informed of the appointment.
5. The document has minor edits.

Consultations:

1. Senate Standing Committee on Academic Planning and Priorities
2. Senate Standing Committee on Curriculum

Attachments:

1. *Committee compositions 2019 06 17* marked up
2. *Committee compositions 2019 06 17* clean

Submitted by: Rita Zamluk, Administrative Assistant, University Senate

Date submitted: June 18, 2019

SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES

Voting Members

- Chancellor
- President
- Two Student Senators
- Faculty Senator from each Faculty
- Professional Support Staff Senator
- Two Deans or Associate Deans

Ex Officio Non-Voting Members

- Vice-Chair of Senate
- University Registrar or designate
- Provost and Vice-President, Academic or designate
- Vice-Provost, Students or designate
- Vice-Provost, Teaching and Learning or designate
- Associate Vice-President, Research or designate
- Special Advisor to the President, Strategic Enrolment Management
- Executive Director, Institutional Analysis and Planning, or designate
- Chair of the Senate Standing Committee on Curriculum
- Chair of the Senate Standing Committee on the University Budget

SENATE STANDING COMMITTEE ON CURRICULUM

Voting Members

- Chancellor
- President
- University Registrar or designate
- Student Senator
- Faculty Senator from each Faculty
- Deputy Provost or designate
- Two Deans or Associate Deans
- Academic Advisor

Ex Officio Non-Voting Members

- Vice-Chair of Senate
- University Registrar or designate
- Faculty Senator, Co-operative Education
- Provost and Vice-President, Academic or designate
- • Vice-Provost, Teaching and Learning or designate
- Special Advisor to the President, Strategic Enrolment Management
- Educational Developer

SENATE STANDING COMMITTEE ON ACADEMIC PLANNING AND PRIORITIES

Voting Members

- Chancellor
- President
- Two Student Senators
- Faculty Senator from each Faculty
- Professional Support Staff Senator
- Two Deans or Associate Deans

Ex Officio Non-Voting Members

- Vice-Chair of Senate
- University Registrar or designate
- Provost and Vice-President, Academic or designate
- Vice-Provost, Students or designate
- Vice-Provost, Teaching and Learning or designate
- Associate Vice-President, Research or designate
- Special Advisor to the President, Strategic Enrolment Management
- Executive Director, Institutional Analysis and Planning, or designate
- Chair of the Senate Standing Committee on Curriculum
- Chair of the Senate Standing Committee on the University Budget

SENATE STANDING COMMITTEE ON CURRICULUM

Voting Members

- Chancellor
- President
- University Registrar or designate
- Student Senator
- Faculty Senator from each Faculty
- Deputy Provost or designate
- Two Deans or Associate Deans
- Academic Advisor

Ex Officio Non-Voting Members

- Vice-Chair of Senate
- University Registrar or designate
- Faculty Senator, Co-operative Education
- Provost and Vice-President, Academic or designate
- Vice-Provost, Teaching and Learning or designate
- Special Advisor to the President, Strategic Enrolment Management
- Educational Developer



SENATE

Agenda Item: 7.4
Meeting Date: June 24, 2019
Presenter: David Florkowski

Agenda Item: Senate December Meeting

Action Requested:

- ☐ Motion to Approve
- ☐ Discussion
- ☒ Information

**Context &
Background:**

On March 25, 2019, the Senate Governance and Nominating Committee informed Senate of the proposed meeting calendar for 2019/20.

On May 10, 2019, the executive decided that KPU will close from December 23, 2019 to January 1, 2020.

Key Messages:

The Senate meeting scheduled for December 23, 2019 will need to be rescheduled.

Attachments:

Senate Meeting Calendar Schedule Revised

Submitted by:

Rita Zamluk, Administrative Assistant, University Senate

Date submitted:

June 19, 2019

CURRENT SCHEDULE

Week 1	3-Nov-19	4-Nov-19	5-Nov-19	6-Nov-19	7-Nov-19	8-Nov-19	9-Nov-19
				Library , Policy R	Teaching & Learning	SSCAPP/ SSCUB 1	
Week 2	10-Nov-19	11-Nov-19	12-Nov-19	13-Nov-19	14-Nov-19	15-Nov-19	16-Nov-19
		Remembrance	Tributes	SGNC / SSCC	Research		
Week 3	17-Nov-19	18-Nov-19	19-Nov-19	20-Nov-19	21-Nov-19	22-Nov-19	23-Nov-19
			Executive	Program Review			
Week 4	24-Nov-19	25-Nov-19	26-Nov-19	27-Nov-19	28-Nov-19	29-Nov-19	30-Nov-19
		SENATE					
Week 1	1-Dec-19	2-Dec-19	3-Dec-19	4-Dec-19	5-Dec-19	6-Dec-19	7-Dec-19
				Policy Review	Teaching & Learning	SSCAPP/ SSCUB 1	
Week 2	8-Dec-19	9-Dec-19	10-Dec-19	11-Dec-19	12-Dec-19	13-Dec-19	14-Dec-19
				SGNC / SSCC	Research		
Week 3	15-Dec-19	16-Dec-19	17-Dec-19	18-Dec-19	19-Dec-19	20-Dec-19	21-Dec-19
			Executive	Program Review			
Week 4	22-Dec-19	23-Dec-19	24-Dec-19	25-Dec-19	26-Dec-19	27-Dec-19	28-Dec-19
		SENATE	Winter Closure				
	29-Dec-19	30-Dec-19	31-Dec-19	1-Jan-20	2-Jan-20	3-Jan-20	4-Jan-20
		Winter Closure					

DRAFT REVISED SCHEDULE

Week 1	3-Nov-19	4-Nov-19	5-Nov-19	6-Nov-19	7-Nov-19	8-Nov-19	9-Nov-19
				Library , Policy	Teaching & Learning	SSCAPP/ SSCUB 1	
Week 2	10-Nov-19	11-Nov-19	12-Nov-19	13-Nov-19	14-Nov-19	15-Nov-19	16-Nov-19
		Remembrance	Tributes	SGNC / SSCC	Research	SSCAPP/ SSCUB 2	
Week 3	17-Nov-19	18-Nov-19	19-Nov-19	20-Nov-19	21-Nov-19	22-Nov-19	23-Nov-19
			Executive	Program R			
Week 4	24-Nov-19	25-Nov-19	26-Nov-19	27-Nov-19	28-Nov-19	29-Nov-19	30-Nov-19
		SENATE		Policy			
Week 1	1-Dec-19	2-Dec-19	3-Dec-19	4-Dec-19	5-Dec-19	6-Dec-19	7-Dec-19
				SGNC / SSCC	Teaching & Learning	SSCAPP/ SSCUB 1	
Week 2	8-Dec-19	9-Dec-19	10-Dec-19	11-Dec-19	12-Dec-19	13-Dec-19	14-Dec-19
			Executive	Program R	Research		
Week 3	15-Dec-19	16-Dec-19	17-Dec-19	18-Dec-19	19-Dec-19	20-Dec-19	21-Dec-19
		SENATE					
Week 4	22-Dec-19	23-Dec-19	24-Dec-19	25-Dec-19	26-Dec-19	27-Dec-19	28-Dec-19
				Winter Closure			

CHANGES

	From	To
Senate	23-Dec-19	16-Dec-19
Executive	17-Dec-19	10-Dec-19
Program Review	18-Dec-19	11-Dec-19
SGNC	11-Dec-19	4-Dec-19
Policy	4-Dec-19	27-Nov-19



SENATE

Agenda Item: 8.1

Meeting Date: June 24, 2019

Presenter: David Burns

Agenda Item: 2020/21 Executive Priorities and Budget Philosophy

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information
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Recommended Resolution:	THAT Senate endorse the executive priorities and budget philosophy for the preparation of the 2020/21 budget.
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Senate Standing Committee Report:

On June 14, 2019, the Senate Standing Committees on Academic Planning and Priorities and on University Budget recommended that Senate endorse the executive priorities and budget philosophy for the preparation of the 2020/21 budget.

Context & Background:

On May 24, 2019 Senate approved the 2020 – 2021 Senate Budget Assessment Process.

Key Messages:

For this meeting, Senate makes recommendations on executive priorities and budget philosophy to the President.

Attachments:

1. [KPU Memo 2020-21 Executive Budget Priorities](#) – copy attached
2. [2020-21 Budget Tenets and Philosophy](#) – copy attached

Submitted by:

Rita Zamluk, Administrative Assistant, University Senate

Date submitted:

June 14, 2019

MEMORANDUM

TO: Senate Standing Committees on Academic Planning and Priorities, and University Budget

FROM: Jon Harding, Vice President, Finance and Administration

DATE: June 7, 2019

SUBJECT: Executive Budget Priorities

Dear Colleagues,

For development of the 2020/21 budget, the University Executive will utilize the following organizational priorities as set out in Vision 2023 and the Academic Plan 2023:

- I. Enhancing the experience of our students by ensuring access to diverse courses and programs, experiential learning opportunities, as well as campus resources and facilities that support student learning, development and mental health.
- II. Enriching the experience of employees by providing access to professional development and technological training, internal advancement opportunities, and an inclusive workplace where all people are treated with dignity and respect.
- III. Establishing an integrated planning culture through the implementation of an enrolment management strategy, with a focus on aligning recruitment, admissions and retention processes with KPU's capacity to meet demand and support student success.
- IV. Through integrated planning, continue to focus on financial sustainability and predictability, and improve alignment of organizational resources with strategic priorities.
- V. Diversifying and optimizing revenue streams, through projects and initiatives such as the Campus Master Plan and integrated planning, to offset increasing cost pressures.
- VI. Demonstrating value and respect for the richness of cultures and traditions of Indigenous peoples.
- VII. Enhancing KPU's reputation as an integral and transformative post-secondary institution and continuing to invest in government relations and community engagement.
- VIII. Developing short-term, affordable, flexible and competency-based lifelong learning opportunities for adults to meet the shifting demand of today's workplace.
- IX. Prioritizing and implementing the recommendations of the 2019 Quality Audit.

2020/21 Budget Tenets and Philosophy

Budget Tenet	Budget Philosophy
Predictability for faculties	The University Budget will provide predictability for faculties by providing budget clarity and direction for next four years, allowing faculties to plan for program delivery and staffing needs well in advance.
All new activities must be funded on a lifecycle basis	All activities must be funded over the lifecycle of the activity, initiative or project to ensure adequate funding over the life of the activity, initiative or project. Approved projects will have budget spanning fiscal years, where appropriate.
Capital expenditures should not increase annual amortization expense	KPU's annual amortization expense is approximately \$18.8 million; no capital expenditures should be incurred that will increase this amount without targeted external funding to support ongoing amortization commitments.
International tuition and enrolment should be forecasted and maintained at desired levels	KPU is reliant on International tuition as a revenue stream, and efforts to control and predict this stream are critical.
KPU should not grow its current level of commitments	If International revenues continue on their upward trend, KPU should not spend any incremental revenue in excess of \$225 million, but rather generate a surplus so as not to increase future year's commitments.
KPU must budget to the lower band of International Revenue Sensitivity	KPU should ultimately budget to the lower band on International Revenue Sensitivity (15% reduction) to ensure revenue estimates are conservative. Any surpluses that result from the under-budgeting of revenues should be used to establish endowments that will contribute to operating expenses on an ongoing basis, relieving cost pressures in future years.
Academic Budgets should fall within the scope of the Vice President, Academic	Academic Budgets should fall within the scope of the Vice President Academic, to ensure key pedagogical and academic initiatives are prioritized.
Budget models must be based on enrolment drivers	A set of assumptions must be adopted regarding enrolment expectations on a long-term basis to create a foundational assumption for the development of a five-year budget.



SENATE

Agenda Item: 10.1
Meeting Date: June 24, 2019
Presenter: David Burns

Agenda Item: *ST13 Course Withdrawal*

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information
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Recommended Resolution:	THAT Senate approve ST13 <i>Course Withdrawal</i> policy and procedure.
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Senate Standing Committee Report: After conducting an electronic vote, the Senate Standing Committee on Policy recommended that Senate approve ST13 *Course Withdrawal* policy and procedure.

Context & Background: The 6-week public posting period on the KPU Policy Blog for draft Policy and Procedure ST13, *Course Withdrawal* was completed as of April 26, 2019. During the 6-week public posting period from March 15 to April 25, a number of comments were received on the blog. In addition, the Senate Standing Committee on Policy Review reviewed the drafts at its April 3rd meeting and provided their collective feedback.

A document with responses to the comments has been posted on the comment section for Draft Policy and Procedure ST13 on the KPU Policy Blog. For ease of reference, this document is also included in this submission.

Key Messages:

1. A document with responses to the comments has been posted on the [comment section for Draft Policy and Procedure ST13](#) on the KPU Policy Blog.
2. The revised draft Policy and Procedure ST13 *Course Withdrawal* (attached) have received approval from the Provost (Policy Sponsor) to proceed to the policy approval process.
3. As per Section 35.2 (5)(g) of the University Act, draft Policy and Procedure ST13 *Course Withdrawal* require approval from Senate.

Implications / Risks: Lack of supportive language and clarity in procedures on voluntary withdrawals or withdrawals due to extenuating circumstances at KPU

(initiated by student or the university). Lack of clarity in guidelines on tuition and fee adjustments relating to withdrawals.

Consultations: The following stakeholders were consulted in the development of draft Policy and Procedures for *ST13 Course Withdrawal*:

- Provost & Vice President Academic
- Polytechnic University Executive
- Vice Provost, Students
- University Registrar
- Deans Council
- Student Services Council
- Academic Advising Council
- Kwantlen Student Association

Attachments: *ST13 Course Withdrawal* package

Submitted by: *David Burns, Chair, Senate Standing Committee on Policy*

Date submitted: *June 17, 2019*

Policy History
Policy No. ST13
Approving Jurisdiction: Senate
Administrative Responsibility: Provost and Vice President Academic
Effective Date:

Course Withdrawal Policy

A. CONTEXT AND PURPOSE

KPU believes that students should be provided with an opportunity to voluntarily withdraw from courses during an initial period of engagement with the study period. At the same time, KPU recognizes that students may encounter extenuating circumstances beyond their control following a voluntary withdrawal period that necessitate a withdrawal from studies.

B. SCOPE AND LIMITS

1. This policy applies to all students.
2. This policy does not apply to withdrawals associated with student academic standing and KPU Policy ST6, *Minimum Academic Standards for Programs in Which Letter Grades Are Assigned*.
3. The practices associated with withdrawal from courses and programs not under the jurisdiction of the University's Senate and apprenticeship offerings may differ.

C. STATEMENT OF POLICY PRINCIPLES

1. KPU believes that students should not face an academic penalty when dealing with legitimate, unexpected and extenuating life circumstances during a portion of the study period where voluntary course withdrawal deadlines have passed. KPU is prepared to help students where these circumstances pose a serious threat to their academic obligations. At the same time, KPU must balance this commitment so as to ensure that students facing similar circumstances, but who continue their studies, are not disadvantaged.
2. Withdrawal from studies for extenuating circumstances is not intended to address poor academic performance.
3. Students are responsible for knowing the rules, regulations, policies, procedures and deadlines pertaining to their enrolment at KPU by using the resources available to them.

D. DEFINITIONS

Refer to Section A of *ST13, Course Withdrawal Procedure* for a list of definitions in support of this Policy.

E. RELATED POLICIES & LEGISLATION

AC4 Student Evaluation and Grading

FM8 Student Tuition and Fees

ST1 Attendance and Performance in Individualized Continuous Intake Programs

ST6 Minimum Academic Standards for Programs in Which Letter Grades Are Assigned

ST7 Student Conduct (Non-Academic)

ST11 Attendance and Performance in Semester and Other Term Based Courses

University Act [RSBC 1996], Chapter 468, Section 35.2 (5) (g)

F. RELATED PROCEDURES

ST13 Course Withdrawal

Policy History
Policy No. ST13
Approving Jurisdiction: Senate
Administrative Responsibility: Provost and Vice President Academic
Effective Date:

Course Withdrawal Procedure

A. DEFINITIONS

1. **Add/drop period:** once a term/instructional cycle has started there is a defined period of time whereby a student may adjust their course enrolment. If a course is dropped during this period there is no record of the enrolment activity on their transcript.
2. **Voluntary Withdrawal (W):** the process for a student to formally withdraw themselves from classes (or a program for limited intake programs) after the end of the add/drop period of the registration cycle, up until the established withdrawal deadline for the term/instructional cycle. A 'W' grade is GPA neutral.
3. **Withdrawal Under Extenuating Circumstances (WE):** Approved withdrawal from courses or programs past the published voluntary withdrawal deadline. A 'WE' grade is GPA neutral.

B. PROCEDURES

1. There are a variety of reasons why a student may wish to withdraw from their studies. Before doing so, students should seek support to help determine the impact of a voluntary withdrawal and/or withdrawal under extenuating circumstances:
 - a. Students are first encouraged to speak with their instructor about strategies or possible options for successfully completing their studies (i.e. an extended deadline, Incomplete Grade Contract, etc.). For additional academic resources, students may wish to seek assistance from the Learning Centres. Students experiencing barriers due to disabilities are encouraged to contact Accessibility Services.
 - b. Students should discuss their situation with an academic advisor to see how withdrawing may impact their academic goals.
 - c. Students seeking support with coping strategies may also wish to speak to a counsellor.
 - d. Student loan recipients are advised to consult with Student Awards and Financial Assistance to determine whether there may be an impact on their student loan status, and whether assistance may be available to help avoid potential financial hardship and/or penalties.

- e. Withdrawal grades are a reflection of the enrolment activity that has occurred, therefore requests to have a withdrawal grade removed from a student's academic record will not be considered. Only in the case of an alleged error made by the university would removal of a withdrawal grade be considered.
- f. To ensure student academic records are maintained with a standard of fairness and consistency, oversight for the approval and issuance of a W or WE grade resides with the University Registrar.

2. Voluntary Withdrawal (W)

- a. Following the Add/Drop period students may no longer drop courses and have them omitted from their academic record. Students may voluntarily withdraw following the end of the add/drop period and prior to the voluntary withdrawal deadline for a term/instructional cycle and receive a grade of 'W' on their record that is GPA neutral.
 - i. Procedures related to voluntary withdrawal are established and administered by the University Registrar and/or their designate(s).
 - ii. Students may voluntarily withdraw from classes following the end of the add/drop period of the registration cycle up until the voluntary withdrawal deadline for a term.
 - iii. Voluntary withdrawals are permitted until 66% of a course's instructional cycle. Voluntary withdrawal deadlines will be posted in KPU's online Registration Guide.
 - iv. Students may not voluntarily withdraw from a course after the voluntary withdrawal deadline has passed.
 - v. Tuition fee adjustments will not be issued for courses from which a student has voluntarily withdrawn. Policy, procedure and deadlines related to KPU tuition and fees are outlined in FM8, *Student Tuition and Fees*.
 - vi. A voluntary withdrawal appears as a 'W' grade on a student's official transcript and is GPA neutral.
 - vii. If a student remains registered in a course beyond the voluntary withdrawal deadline, a final grade for the course will be assigned based on the work completed within the term/instructional cycle.

3. Withdrawal Under Extenuating Circumstances (WE)

Student-initiated

- a. Students may request a WE grade for withdrawals necessitated by circumstances that are unexpected, extenuating, or beyond the student's control.
 - i. Requests for WE are considered by the University Registrar and/or their designate(s).
 - ii. WE information and related forms are maintained by the Office of the Registrar and are available online or in-person at one of their office locations.
 - iii. WE requests may be submitted following the voluntary withdrawal deadline, up to 30 days after the term/instructional cycle end date. Students wishing to

submit a request following this deadline must present justification in writing in addition to any supporting documentation.

- iv. Typically, only complete withdrawals from all courses within the term/instructional cycle will be considered. The University recognizes, however, that in rare circumstances a partial withdrawal may be appropriate. Students requesting a partial withdrawal will be required to provide justification in support of their request.
 - v. Approval of a WE will not result in a tuition fee adjustment. Policy, procedure and deadlines related to KPU tuition and fees are outlined in FM8, *Student Tuition and Fees*.
 - vi. All documentation submitted must specifically support the WE request.
 - vii. Documentation in support of medically-related WE requests must include KPU's Health Care Provider Statement (available on the Student Enrolment Services forms webpage).
 - viii. Acceptable documentation includes, but is not limited to:
 - 1) KPU's Health Care Provider Statement (accompanied by any other relevant documentation in support of the request)
 - 2) Death certificate or an obituary from an authoritative source
 - 3) Supporting information from a counsellor, instructor, or Indigenous elder
 - ix. Students are responsible for ensuring they are aware of all rules, regulations and deadlines related to withdrawal from courses. Grounds for a WE request that will not be considered include, but are not limited to:
 - 1) Lack of awareness of the University's deadlines or policies
 - 2) Technical issues
 - 3) Anticipated poor grade in the course
 - 4) Personal convenience (including travel plans or attending family functions)
 - 5) Employment circumstances
 - 6) Deciding to attend another institution
 - x. The University will endeavor to consult with parties that have information material to the student's WE request.
 - xi. The University will endeavor to review WE requests within 20 working days of receipt of a complete submission.
 - xii. Students will receive notification in writing regarding the outcome of their WE request.
- b. Appeal of a Decision
- i. A Student may appeal a decision, as applicable and within 30 days of receiving a decision regarding the WE request, to the Senate Standing Committee on Appeals only on the basis of:

- 1) Procedural unfairness, which means that established procedures were not followed or were improperly applied during the investigation and/or decision making process; and/or
 - 2) New information available, which could not have been made at the time of the investigation, that could reasonably have impacted the decision.
- ii. All appeals under the Policy and these procedures will be subject to and will proceed in accordance with published terms of reference and procedures applying to the [Senate Standing Committee on Appeals](#). Students seeking to file an appeal under the Policy and these procedures should refer to those terms of reference and procedures prior to filing an appeal.
 - iii. Any decision of the Senate Standing Committee on Appeals in respect of a Student's appeal under the Policy and these procedures is final and there is no further right to appeal.
- c. Records Retention
- i. Records created as a result of actions taken under the Policy and these procedures shall be marked as confidential, and managed in accordance with the University's *Directory of Records and Retention Schedule*.

University-initiated

- d. In the following situations, the University may apply a 'WE' grade for the applicable course(s) as a measure for safeguarding the student's academic standing:
- i. In the event of the death of a student prior to the completion of the term/instructional cycle where an Aegrotat (AE) grade is not deemed suitable.
 - ii. Where, through KPU's Behaviour Intervention Team (BIT), the University identifies a concern for the safety, security or wellbeing of a student and/or the community, resulting in a student taking a leave from their studies.
 - 1) Once the BIT has concluded its investigation, it will make a recommendation to the Vice President, Students, which may include a University-initiated WE.
 - 2) Policy, procedure and deadlines related to KPU tuition and fees are outlined in KPU Policy FM8, *Student Tuition and Fees*. Where appropriate, and on the recommendation of the Vice President, Students, KPU Policy FM8 may be set aside in cases of University-initiated WE's so that a refund or reversal of tuition and fees can occur.

RELATED POLICIES

AC4 *Student Evaluation and Grading*

FM8 *Student Tuition and Fees*

ST1 *Attendance and Performance in Individualized Continuous Intake Programs*

ST6 *Minimum Academic Standards for Programs in Which Letter Grades Are Assigned*

ST7 *Student Conduct (Non-Academic)*

DRAFT

It is with thanks to everyone in the KPU community who has taken the time to participate in the review of the draft policy and procedure for KPU Policy ST13 that we provide a summary of revisions to these drafts and additional related information.

Revisions

As a result of a fulsome review of all comments provided on the Policy Blog on [draft Policy and Procedures ST13](#) and received during the 6-week public commenting period, the following revisions were made:

- The name of the draft policy and procedure is being revised to “*Course Withdrawal*.” Draft Policy and Procedure ST13 relates only to withdrawal practices from courses at KPU.
- The definition for “Withdrawal Under Extenuating Circumstances (WE)” in Section A.3 of the Procedure has been amended. The updated definition is in alignment with the current definition already in use and described on KPU’s official transcript.
- “AC4 *Student Evaluation and Grading*” has been added to Section E in draft Policy and Section C in draft Procedure.
- In Procedure B.1., language was clarified so that the list of supports being suggested to students apply to both voluntary withdrawal and withdrawal under extenuating circumstances.
 - In B.1.a., added possible options for students to consider with their instructor such as an extended deadline or an Incomplete Grade Contract.
- For consistency, language regarding the “Appeal of a Decision” and “Records Retention”, Procedure B.3.a.xiii, has been replaced with related language that currently appears in Procedures ST2, ST3 and ST7.
- The period during which a student may appeal the decision of the student-initiated WE request to the Senate Standing Committee on Appeals has been expanded to 30 days.
- Clarified language under B.3.a, “Student-initiated WE”, that students must initiate a request for a WE grade.

Additional Notes

- A survey of other Canadian universities indicate that the use and definition of ‘W’ and ‘WE’ grades are in alignment with what is proposed in draft Policy and Procedure ST13. Both grades are GPA neutral and non-punitive.
- Students do not have to be in good academic standing in order to request and/or receive a ‘WE’ grade. This is reflected in the current draft procedure.
- Language on voluntary withdrawal deadlines (currently, the SES website uses “withdrawal deadline) and the distinction between W and WE (as well as the notion that “W” and “WE” grades are considered one attempt at taking a course) will all be updated in the University Calendar once draft Policy and Procedure ST13 receives Senate approval.
- Currently, the [Request for Compassionate Withdrawal Form](#) is available online via the [Registration](#) webpage under Student Enrolment Services (SES). Once draft Policy and Procedure ST13 receives Senate approval, relevant forms and information will be updated on the SES website.
- Procedure B.3.a.iii. stipulates that “WE requests may be submitted following the voluntary withdrawal deadline, up to 30 days after the term/instructional cycle end date). This proposed

timeframe is considered an enhancement to current policy which limits student requests to being submitted within 20 days of the events leading to the student's withdrawal.

- The draft ST13 policy and procedure allow for partial withdrawal under extenuating circumstances. Information and details on "partial withdrawal" will be revised in the new Course Withdrawal Form once Policy and Procedure ST13 receives Senate approval.
- The University does not document BIT interactions and records on Banner. The BIT cannot suspend or permanently remove a student from the University. The BIT is comprised of a broad multidisciplinary range of stakeholders that identifies and recommends appropriate resources to assist students with persisting and completing their studies at KPU.

Policy Sponsor: Provost & Vice President Academic

Policy Developer: Joshua Mitchell, Senior Director, Student Affairs

Approving Jurisdiction: Senate

Step(s)		Action(s)	Date(s)	Submission Deadline
1	Solicit feedback from stakeholder group(s) on draft policy and procedure. Finalize draft policy and procedure.	Consult with stakeholder groups (Vice Provost Students, University Registrar, Deans Council, Student Services Council, Academic Advising Council, Provost & Vice President Academic, KSA).		
2	Provost	For endorsement to proceed to PUE.	March 4, 2019	
3	PUE	For endorsement to proceed to public posting.	March 14, 2019	March 7, 2019
4	KPU Policy Blog (6-week public posting) <i>Senate Standing Committee on Policy Review</i>	6-week public posting period on KPU Policy Blog. Respond to comment(s), if any. <i>For feedback as part of the 6-week public posting period.</i>	March 15, 2019 – April 26, 2019 April 3, 2019	<i>March 27, 2019</i>
5	Finalize draft policy and procedure.	Finalize draft policy and procedure and incorporate feedback where appropriate.	April 26 – April 30, 2019	
6	Provost (Sponsor)	For endorsement to proceed to PUE.	May 1 – 3, 2019	
7	PUE	For endorsement to proceed.	May 10, 2019	May 3, 2019
8	Senate Standing Committee on Policy Review	For recommendation to Senate for approval.	June 10, 2019	June 3, 2019
9	Senate	For final approval.	June 24, 2019	June 14, 2019



SENATE

Agenda Item: 11
Meeting Date: June 24, 2019
Presenter: Chris Traynor

Senate Standing Committee on Program Review Chair's Report to Senate

June 24, 2019

Transparent, self-administered, faculty-driven Program Review of all KPU's programs are expected by BC's University Act on a timely and cyclical basis.

SSCPR is the KPU body responsible for our programs' academic quality assurance, as directed via provincial mandate and Senate (see Jan 17, 2018 memorandum and Introduction to Program Review).

SSCPR members determine direction and vet all documents submitted by programs.

IAP staff provide logistical support for programs' review work throughout the process.

Progress of SSCPR work over last 4 years:				
	<u>2015/16:</u>	<u>2016/17:</u>	<u>2017/18:</u>	<u>2018/19</u>
Program Reviews launched:	11	8	10	11
Reports vetted:	11	19	28	30
Program reviews completed:	2	4	7	6

SSCPR productivity is steadily increasing due to improved processes and timelines.

Special thanks go out to:

- SSCPR members for their time and dedication in vetting reports and directing policy.
- Program Review Chairs and Coordinators for their hard work on behalf of their programs.
- Deans and Deans Office staff for supporting the work of program review writers.
- Faculty who serve as External Review Team members.
- Lori McElroy, Sunita Wiebe, Melike Kinik-Dicleli, Suheyl Unver, Clint Thompson and other IAP staff for their perseverance, stability, clarity and tact in making all this valuable work happen.

Attachments:

1. SSCPR Memo January 2018
2. Number of Completed and Launched Program Reviews 2019

MEMORANDUM

TO: Stan Kazymierchuk, Chair, Senate Standing Committee on Program Review [SSCPR]

CC:

FROM: David P. Burns, Vice-Chair, University Senate

DATE: January 17, 2018

SUBJECT: The Regulatory Context of The Program Review Process

In response to your query regarding the links between program review and the Senate, *writ large*, I have prepared the following policy brief.

Why does the Senate discuss program reviews through its Standing Committee on Program Review?

KPU has two salient characteristics in this regard. First, it is a public institution. Second, it is an exempt educational institution.

As a public institution KPU must hold itself to the high standards of public accountability prescribed in documents such as the Auditor General's *Performance Reporting Principles for the British Columbia Public Sector* (2003). We must, in short, provide transparent accounting of the ways in which we use the public funding we receive to provide quality service to the citizens of our community. This obligation is deepened by our *exempt* status (which confers unto KPU a level of autonomy in our degree development and revision processes). Since the Senate's authority under the *University Act* is most explicit with respect to academic issues, one of the Senate's most important duties to our community is, therefore, academic quality assurance.

The Senate's program review duty is defined by a number of principles observable in provincial policy and cross-provincial agreements:

- 1) Program review is primarily the responsibility of KPU as an institution (and not government) and the Board of Governors is required by law to consult the Senate on educational policy in this area. **We are, in short, responsible as a university community through our Senate.**

per Degree Quality Assessment Board Secretariat (2017b)

per Council of Ministers of Education, Canada (2007)

per *University Act*, British Columbia, 25.2.6.f

MEMORANDUM

- 2) Program review is the primary mechanism through which to ensure we are carrying out the **commitments we made**, through our full program proposals, to Government and the people of British Columbia.

per Bond, Gelin, van Brummelen, Waterhouse and Stubbs (2011), the "Stubbs Report"

per Degree Quality Assessment Board Secretariat (2017b), 2.1
- 3) Program review is meant to be **cyclical** and **ongoing**, and not a response to a particular change.

per Council of Ministers of Education, Canada (2007), 2.7.10

per Shanahan (2015), p. 47

per Degree Quality Assessment Board Secretariat (2017a), 2.3

per Degree Quality Assessment Board Secretariat (2017b)
- 4) Program review should be **timely**, so that policy makers (internal and external) may use the information produced to respond to labour market demand.

per Auditor General of British Columbia (2003), for timeliness of public reporting

per Degree Quality Assessment Board Secretariat (2017b), appendix 1.1.a
- 5) Program review is the **basis** for an institution's ongoing use of the Education Quality Assurance standard, and its status as an **exempt institution**.

per Governance and Quality Assurance Branch (2016)

per Degree Quality Assessment Board Secretariat (2017a), 2.3

As a result of the duties outlined above, the Senate of any university in British Columbia should consider program review findings in curricular development (as in 2 and 3), budget development (as in 4 and Performance Reporting Principles) and in its general approach to good governance (as in 1 and 5).

MEMORANDUM

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Council of Ministers of Education. (2007). Ministerial statement on quality assurance of degree education in Canada. <https://www.cicic.ca/docs/cmec/QA-Statement-2007.en.pdf>

Degree Quality Assessment Board Secretariat [DQABS]. (2017a). Degree program review: Criteria and guidelines. Ministry of Advanced Education, Skills and Training. Victoria, BC.

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Governance and Quality Assurance Branch [GQAB]. (2016). Education quality assurance: Policy and procedures manual. Ministry of Advanced Education, Skills and Training. Victoria, BC.

Shanahan, T. (2015). The role of the provincial government in postsecondary education. In T. Shanahan, M. Nilson, & Broshko, L. (pp. 37-56). Montreal, QC: McGill-Queens's University Press.

University Act, RSBC 1996, c 468, <<http://canlii.ca/t/52v8h>> retrieved on 2018-01-17

COMPLETED AND LAUNCHED PROGRAM REVIEWS

AY 2012/13 to 2018/19

2012/13

Number of Program Reviews Completed in AY 2012/13: 3

Program	Action Plan Approved
Accounting	November 2012
Political Science	January 2013
Criminology	May 2013

Number of Program Reviews Launched in 2012/13: Unable to verify

2013/14

Number of Program Reviews Completed in AY 2013/14: 3

Program	Action Plan Approved
Horticulture	October 2013
History	November 2013
Creative Writing	June 2014

Number of Program Reviews Launched in AY2013/14: 1

Program	Launch	Reports Completed (as of May 2018)		
		Self-Study	External Review	Action Plan
CADD	June 2014	Y	Y	Y

2014/15

Number of Program Reviews Completed in AY 2014/15: 3

Program	Action Plan Approved
Information Technology	September 2014
English	October 2014
Fashion	June 2015

Number of Program Reviews Launched in AY 2014/15: 0

COMPLETED AND LAUNCHED PROGRAM REVIEWS

AY 2012/13 to 2018/19

2015/16

Number of Program Reviews Completed in AY 2015/16: 2

Program	Action Plan Approved
CADD	June 2016
Music	June 2016

Number of Program Reviews Launched in AY 2015/16: 11

Program	Launched	Reports Completed (as of June 2019)		
		Self-Study	External Review	Action Plan
Graduate Nurse International Education Re-Entry	Sept 2015	Y	Y	Y
Business Management	Sept 2015	Y	Y	
Public Relations	Sept 2015	Y	Y	Y
Sociology	Sept 2015	Y	Y	Y
Fine Arts	Oct 2015	Y	Y	Y
Journalism	Jan 2016	Y	Y	Y
Engineering	Jan 2016	Y	Y	Y
Asian Studies	Jan 2016	Y	Y	Y
Environmental Protection Technology	April 2016	Y	Y	Y
Business Administration/Economics	May 2016	Y	Y	Y
Entrepreneurial Leadership	June 2016	Y	Y	Y

2016/17

Number of Program Reviews Completed in AY 2016/17: 4

Program	Action Plan Approved
Fine Arts	March 2017
Legal Administrative Studies	April 2017
Environmental Protection Technology	June 2017
Engineering	June 2017

Number of Program Reviews Launched in AY 2016/17: 8

Program	Launched	Reports Completed (as of June 2019)		
		Self-Study	External Review	QA Plan
Nursing	Sept 2016	Y	Y	Y
Nursing (Advanced Entry)	Sept 2016	Y	Y	Y
Marketing	Nov 2016	Y	Y	Y
Policy Studies	Nov 2016	Y	Y	Y
Psychology	Dec 2016	Y	Y	
Access Program for People with Disabilities	Jan 2017	Y	Y	Y
English Language Studies	Jan 2017	Y	Y	Y
Human Resource Management	Jan 2017	Y	Y	

COMPLETED AND LAUNCHED PROGRAM REVIEWS

AY 2012/13 to 2018/19

2017/18

Number of Program Reviews Completed in AY 2017/18: 7

Program	Quality Assurance Plan Approved*
Graduate Nurse International Education Re-Entry	September 2017
Journalism	November 2017
Economics/Business Administration	November 2017
Asian Studies	January 2018
Public Relations	May 2018
Marketing	June 2018
Nursing (Advanced Entry)	June 2018

*Quality Assurance Plans replaced Action Plans in Summer 2017.

Number of Program Reviews Launched in AY 2017/18: 10

Program	Launched	Reports Completed (as of June 2019)		
		Self-Study	External Review	QA Plan
Philosophy	Sept 2017	Y		
Fashion Marketing	Oct 2017	Y	Y	
Foundation in Design	Oct 2017			
Graphic Design for Marketing	Oct 2017	Y	Y	
Accounting	Nov 2017	Y	Y	
Health Unit Coordinator	Jan 2018	Y		
Plant Health*	Jan 2018	Y		
Urban Ecosystems*	Jan 2018	Y		
Counseling	Feb 2018	Y		
Technical Apparel	June 2018			

*External Review Report to be vetted by the Senate Standing Committee on Program Review on June 19, 2019.

COMPLETED AND LAUNCHED PROGRAM REVIEWS

AY 2012/13 to 2018/19

2018/19

Number of Program Reviews Completed in AY 2018/19: 6

Program	Quality Assurance Plan Approved*
English Language Studies	October 2018
Policy Studies	October 2018
Sociology	October 2018
Access Program for People with Disabilities	December 2018
Nursing	December 2018
Entrepreneurial Leadership	May 2019

*Quality Assurance Plans replaced Action Plans in Summer 2017.

Number of Program Reviews Launched in AY 2018/19: 11

Program	Launched	Reports Completed (as of June 2019)		
		Self-Study	External Review	QA Plan
Anthropology	Sept 2018			
Health Care Assistant	Sept 2018			
Health Science	Sept 2018	Y		
Interior Design	Sept 2018			
Psychiatric Nursing	Sept 2018			
Academic and Career Preparation	Dec 2018			
History	Dec 2018			
Criminology	Jan 2019			
BTech, CIS Certificate & Diploma	Apr 2019			
Mathematics	May 2019			
Turf Management	May 2019			



SENATE

Agenda Item: 12.1

Meeting Date: June 24, 2019

Presenter: David Burns

Agenda Item: Appointment of Chair

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information
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Recommended Resolution:	THAT Senate approve a variance to Senate procedure to permit a representative who is not a Senator to be eligible for the Chair of the Senate Standing Committee on Research for the next 2 years.
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**Senate Standing
Committee Report:**

At its meeting on June 13, 2019, the Senate Standing Committee on Research voted to request a variance to Senate procedure to permit a representative, rather than a Senator, be eligible for the Committee's Chair for the next 2 years.

**Context &
Background:**

With recent reform to the appointment protocol for Senate Committees it will be easier in future to appoint Senators to Standing Committees in sufficient number to furnish all Committees with appropriate Chairs. The SSC Research, however, is populated by an unusually large number of representatives and thusly requires temporary flexibility in choosing its Chair.

Submitted by: *David Burns, Vice-Chair of Senate*

Date submitted: *June 18, 2019*



SENATE

Agenda Item: 15.1
Meeting Date: June 24 2019
Presenter: Zena Mitchell

Agenda Item: Approval of Graduates to June 24, 2019

Action Requested:	<input checked="" type="checkbox"/> Motion to Approve <input type="checkbox"/> Discussion <input type="checkbox"/> Information
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Recommended Resolution:	THAT Senate approves the list of graduates to June 24, 2019.
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**Context &
Background:**

University Act, Section 7: The roll of the convocation must be continued and kept up to date by the registrar.

University Act, Section 9.2: The senate may add names to the roll of the convocation under section 5, (Composition of convocation)

Attachments:

Grads for Senate Approval – 20190624

Submitted by:

Zena Mitchell, University Registrar

Date submitted:

June 24, 2019

Graduates for Senate

SENATE MEETING: Monday, 24-Jun-2019

Graduates from the Chip and Shannon Wilson School of Design

Post-Baccalaureate Diploma

Post-Baccalaureate Diploma in Technical Apparel Design

Taylor Alexandra Smith

Chloe Alison Tornow

Diploma

Diploma in Fashion and Technology

Rachel Megan Trummler

Graduates from the Faculty of Academic & Career Advancement

Diploma

Diploma in English Language Proficiency

Abdullatif Abdulaziz Albushaier

Developmental Credential

BC Adult Graduation Diploma

Jasraj Singh Bassi

Graduates from the Faculty of Arts

Baccalaureate Degree (Hons)

Bachelor of Arts (Honours), Major in Criminology

Jana Leigh Skorstengaard

Baccalaureate Degree

Bachelor of Arts, Major in Criminology

Navneet Kaur Dhaliwal

Adnan Moussa Ghadban

Jaspreet Kaur Gill

Bachelor of Arts, Major in English

Megan Laurel Samantha Fuller

Otilia Elena Iesan

(With Distinction)

Bachelor of Arts, Major in General Studies

Mary-Katherine Barrie Bower

Shuqin Huang

Bachelor of Arts, Major in Policy Studies

Karin Susette Wegner

(With Distinction)

Minor in Geography

Bachelor of Arts, Major in Political Science

Dannielle Marie Mayhew

Minor in Economics

Bachelor of Arts, Major in Psychology

Scott Thomas Fiala

Minor in Counselling

Shahrzad Moosapoor-Askari

Rakheen Kaur Tut

Minor in Counselling

Bachelor of Journalism

Aileen Vu Tran

Minor in Creative Writing

Bachelor of Music in Musical Arts, Major in General Studies

Olivia Jane Taletta Myge

Lemuel Antonio Sanchez-Aldana

Associate Degree

Associate of Arts in Criminology

Sukhraaj Singh Dhaliwal

Ameet Takhar

Diploma

Diploma in General Studies

Amritpal Singh Bajwa

Amninder Kaur Bassi

Taylor Janice Boden

Vikram Pratap Singh Cheema

Zichuan Chen

Yee Lin Fung

(With Distinction)

Harleen Kaur Gill

Harshpreet Kaur

Amandeep Singh Kahlon

Gaganpreet Kaur

Balram Deep Singh Lailna

MingJun Li

Hui Ma
Qi Qi
Rajbir Kaur Randhawa
Yaxuan Rao
Shehneet Kaur Sandhu
Rishab Sharma
Jia Shi
Kiranroop Sidhu
Vikramjeet Singh Sidhu
Sanampreet Singh
Navdeep Kaur Toor
Sumanpreet Kaur Toor
Danish Trehan
Paramveer Singh Virk
Qian Wang
Yijin Wang
Junqing Yan
Yiyang Yao

Certificate

Certificate in Criminology

Zahira Banu Baji

Certificate in Education Assistant

Melissa Ann Auline

(With Distinction)

Sukhdeep Kaur Bhullar

(With Distinction)

Jung Min Chun

(With Distinction)

Kaylyn Victoria Cox

(With Distinction)

Mandeep Curry

(With Distinction)

Courtney Anne Davis

(With Distinction)

Inderjit Kaur Dhaliwal

(With Distinction)

Cameron Michael Epp

(With Distinction)

Rosalia Minerva Flores

(With Distinction)

Kim Patricia Gauthier

(With Distinction)

Sarbjit Kaur Gill

Stacey-Ann Latoya Gregg

Gurpinder Kaur Hundal

(With Distinction)

Tarandeep Kaur Kundan

(With Distinction)

Yanina Betzabeth Peralta Acosta

(With Distinction)

Tegan Elisabeth Rodriguez

Ravinder Kaur Sadhra

Kirat Sanghera

Jill Ericka Schellekens

(With Distinction)

Rachael Wieners

(With Distinction)

Nitaya Wiriya-prasoncheewa

(With Distinction)

Certificate in Non-Governmental Organizations and Nonprofit Studies

Olivia Zander

(With Distinction)

Graduates from the Faculty of Health

Certificate

Certificate in Graduate Nurse, Internationally Educated Re-entry

Irah Sammer Dacula Sanchez

Certificate in Health Foundations

Sukhvir Singh Dulai

Megan Louise McLeary

(With Distinction)

Certificate in Health Unit Coordinator

Abdel-Rahim Abu-Laila

Franchesca Elspeth Noelle Grantham-Reisse

Jasraj Kaur Zara Hothi

Graduates from the Faculty of Science and Horticulture

Associate Degree

Associate of Science in General Science

Michael Edward Stewart McCloy

Associate of Science in Mathematics

Jiawei Li

Diploma

Diploma in Computer Aided Design and Drafting

Brittany Alexis Krugel

Paul Rodriguez

Jordan Mattheus Tardi

(With Distinction)

Diploma in Horticulture Technology

Stuart Edward Albertson

(With Distinction)

Concentration in Landscape Horticulture Systems

Malcolm Nathanael Heinrichs

Concentration in Landscape Horticulture Systems

Riley David McIntyre Riddell

Concentration in Sustainable Production Hort.

Certificate

Certificate in Computer Aided Design and Drafting

Sukhwinder Singh

(With Distinction)

Concentration in Architectural Drafting

Certificate in Engineering

Khalid Mohammad Kamran

Guoxian Xu

Citation

Citation in Computer Aided Design and Drafting

Gwenivere Anne Rickerby

(With Distinction)

Citation in Horticulture Technology

Tabatha Antonia Molnar

Concentration in Horticultural Science

Graduates from the Faculty of Trades and Technology

Certificate

Certificate in Automotive Service Technician

Jonathan Peter Fernandes

Jared Nesbitt

Citation

Citation in Millwright/Industrial Mechanic

Charles Justine Presiados Hangad

Citation in Welding Level B

William Steven Galvis

Amarveer Singh Gill

Farren Elizabeth Hansell

Ryan Ronald Hobson

(With Distinction)

Bradley Robert Josphe Jackson

Kody Karl Janzen

(With Distinction)

Graham Colin MacRury

(With Distinction)

Calder Moore

(With Distinction)

Francis Palmer

(With Distinction)

Taylor Dean Stafford

(With Distinction)

James Tereschyn

(With Distinction)

Tallan Maximilian Zaniol

Graduates from the School of Business

Post-Baccalaureate Diploma

Post-Baccalaureate Diploma in Accounting

Ahmad Almasri

Hannah Cadd

Md Mahbub Morshed

Post-Baccalaureate Diploma in Operations and Supply Chain Management

Ka Man Hau

Gurcharan Singh

Baccalaureate Degree

Bachelor of Business Administration in Accounting

Essa Saad Almatar
Hari Singh Dusanjh
Guanyang He
Shawn Chia-Hearn Khoo

Bachelor of Business Administration in Entrepreneurial Leadership

Opinder Singh Padda

Bachelor of Business Administration in Human Resources Management

Noor Ul Saba Warraich

Diploma

Diploma in Accounting

Jocelyn Huang

Diploma in Business Administration

Derek Michael Dyjur-McLean
Jaskaran Singh Parmar
Yixin Xu

Diploma in Business Management

Vanessa Rebecca Amissah
Prabhal Bansal
John Ian David Star Castaneto
Devon Joseph Charlton
Connor James Hannah
Emily Morgan Lawson
Maria Obaid
Xuanzhi Zhang

Diploma in Computer Information Systems

Diosdado Jr Bello
Omar Jakir
Harpreet Kaur
Ajay Sharma
Gurjit Singh
Co-operative Education Option
Ashish Tripathi

Diploma in General Business Studies

Sandeep Singh Budwal

Harmanpreet Kaur

Parth Sehgal

Diploma in Marketing Management

Nicole Lynn Hallam

Peiqing Zheng

Diploma in Public Relations

Diana Dragun

Certificate

Certificate in Accounting

Jaswinder Kaur Gill

Amarpreet Singh Shoker

Certificate in General Business Studies

Sammy Chun

Certificate in Legal Administrative Studies

Kassandra Ann Grant

Melissa Kathryn Wittich

(With Distinction)